MAR 19 1956

VOLUME 40 . NUMBER 218

MARCH, 1956



OF THE NATIONAL ASSOCIATION

OF SECONDARY-SCHOOL PRINCIPALS



# Fitness for Secondary School Youth

\_also\_

1956 Summer Session Courses and Workshops on the Junior High Schools

SERVICE ORGAN FOR AMERICAN SECONDARY SCHOOLS

THE CONTENTS OF THIS BULLETIN ARE LISTED IN "EDUCATION INDEX"

# NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

NATIONAL EDUCATION ASSOCIATION 1955-56

#### **OFFICERS**

President: LELAND N. DRAKE
Principal, Mohawk Junior High School, Columbus, Ohio
First Vice-President: GEORGE L. CLELAND
Secondary-School Consultant, State Department of Education, Topeka, Kansas
Second Vice-President: R. B. NORMAN
Principal, Amarillo High School, Amarillo, Texas
Executive Secretary: PAUL E. ELICKER
1201 Sixteenth Street, N. W., Washington 6, D. C.

### EXECUTIVE COMMITTEE

All officers and the following additional members:

JAMES E. BLUE
Principal, West Senior High School, Rockford, Illinois
JAMES E. NANCARROW
Principal, Upper Darby High School, Upper Darby, Pennsylvania
GEORGE E. SHATTUCK
Principal, Norwich Free Academy, Norwich, Connecticut
CLIFF ROBINSON
Director of Secondary Education, State Department of Education, Salem, Oregon

# NATIONAL COUNCIL OF THE NATIONAL HONOR SOCIETY

HYRTL C. FEEMAN, Chairman
Principal, Walter French Junior High School, Lansing, Michigan
ROBERT L. FOOSE
Principal, Westfield Senior High School, Westfield, New Jersey
FLOYD HONEY
Principal, Lubbock Senior High School, Lubbock, Texas
G. W. JANKE
Principal, Mitchell High School, Mitchell, South Dakota
DEAN W. MICKELWAIT
Principal, Eugene High School, Eugene, Oregon
FRANK A. PEAKE
Principal, Shades Valley High School, Birmingham, Alabama

HOWARD B. TINGLEY
Principal, Petaluma Junior High School, Petaluma, California
THE REV. GORDON F. WALTER, O.P.
Principal, Fenwick High School, Oak Park, Illinois
CARLETON L. WIGGIN
Principal, Deering High School, Portland, Maine
PAUL E. ELICKER, Secretary

Issued Nine Times a Year

\$8.00 a Year

\$1.50, Postpaid

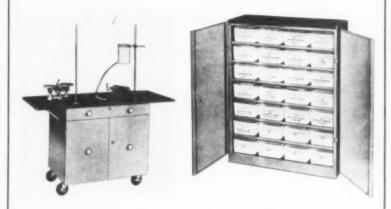
Monthly, September to May Inclusive

Published at Washington, D. C., by the National Association of Secondary-School Principals of the National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.





# SCIENCE TEACHING IN GRADES 1 to 9 with the WELCH Rol-a-Lab



### No. 7600 Rol-a-Lab and Storage Cabinet

Provides for performing 138 procedures covering 30 basic experiences in elementary science.

Developed from School Facilities For Science Instruction—with accompanying MANUAL, outlining experiments in great detail with many illustrations showing the teacher how to set up the apparatus—can be used by experienced and inexperienced teachers alike.

No. 7600. ROL-A-LAB, complete Movable Table, Storage Cabinet and all supplies and apparatus except a Microscope......Each \$600.00

Have your Science Teacher write for descriptive literature

# W. M. WELCH SCIENTIFIC COMPANY

DIVISION OF W. M. WELCH MANUFACTURING COMPANY

Established 1880

1515 Sedgwick Street

Dept. G-1

Chicago 10, III., U.S.A.

# WHAT IS THE GROLIER SOCIETY?

The Grolier Society was founded in 1895 by men whose purpose was to publish good books in fine bindings, but who could not have envisioned how completely that purpose was one day to be fulfilled. 

They borrowed the name Grolier from a great French bibliophile. They used the word Society because in their day it was synonymous with "company."

Grolier's first publications included volumes of history and collections of literary classics. It wasn't until 1910 that, with the publication of The Book of Knowledge, The Grolier Society found itself embarked on the publishing program that has made its name world-famous. Today, The Grolier Society publishes the five sets illustrated on this page and 13 other major reference works. Each set performs a different educational function but all share certain special values. Each is designed not merely to inform but also to encourage intellectual curiosity. Each derives authority from editors and consultants of the highest possible position in their fields. Each is continuously revised so that the most recent edition of each describes and explains the march of events, discoveries and achievements. Each—in the library and in the schoolroom—is increasingly depended upon as a basic teaching tool.



LANDS AND PEOPLES
7-volume work covering
the world and its peoples from
the social studies viewpoint.



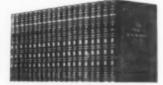
THE BOOK OF POPULAR SCIENCE The only science reference set of its kind, modern, complete for classroom and library.



CROLIER ENCYCLOPEDIA
Authoritative 10 volume, popular priced
encyclopedia alphabetically arranged, short
concise entries for quick general reference.



RICHARDS TOPICAL ENCYCLOPEDIA Fascinating 15-volume topical encyclopedia that contains hundreds of teaching units.



THE BOOK OF KNOWLEDGE 20 volumes completely revised from earlier edition an almost indispensable classroom teaching root, a quick fact-finding cross index in volume 20.



THE GROLIER SOCIETY INC. 2 West 45th Street, New York 36, N. Y.

America's largest publisher of encyclopedias and reference sets

# FITNESS FOR SECONDARY SCHOOL

EDITED BY KARL W. BOOKWALTER
AND CAROLYN W. BOOKWALTER
CO-CHAIRMEN

AMERICAN ASSOCIATION FOR HEALTH PHYSICAL EDUCATION AND RECREATION

# **Preface**

IT IS of singular significance that our esteemed President, Dwight D. Eisenhower, arranged for a National Conference on Physical Fitness of our youth just previous to the time he was stricken with a heart attack, while on vacation in Colorado.

The National Association of Secondary-School Principals was one of the few national educational organizations, because of its long time interest in the welfare of school youth, to be invited to this national conference in Denver, Colorado. Our President, Dr. Leland N. Drake, Principal, Mohawk Junior High School, Columbus, Ohio, was invited by the President to attend. The sudden illness of President Eisenhower necessitated a postponement of the conference.

President Drake, deeply concerned about the role that the secondary schools should take in developing a physical fitness program for all youth in our secondary schools, presented a proposal to the Executive Committee of the National Association of Secondary-School Principals on September 30, 1955. His proposal that special attention to this area should be given to the publication of articles in THE BULLETIN received the enthusiastic approval of the Executive Committee. Arrangements were made with Dr. Carl Troester, Jr., Executive Secretary of the American Association of Physical Education, Health, and Recreation—another invited participant at the President's Conference—to have suitable and helpful material prepared for publication in THE BULLETIN. Although the time was short for an extensive presentation of the role the secondary school should take, we believe that these materials are reasonably comprehensive, current, practical, and administratively useful for school administrators. Certainly this is one of the imperative needs of youth. Therefore, we recommend a careful examination of these contributions from leaders in the field of fitness appearing in this issue of THE BULLETIN.

> PAUL E. ELICKER Executive Secretary and Editor

# The Bulletin

# OF THE NATIONAL ASSOCIATION OF

# Secondary-School Principals

This Association does not necessarily endorse any individual, groups, or organization or the opinions, ideas, proposals, or judgments expressed in articles by authors, or by speakers at the annual convention of the Association, which are published in THE BULLETIN.

#### TABLE OF CONTENTS

Physical Fitness Emotional Fitness Mental Fitness Social Fitness	100
Preface Chapter 1 TOTAL FITNESS NEEDS OF SECONDARY SCHOOL YOUTH Overview The Nation's Needs for Total Fitness Physical Fitness Emotional Fitness Mental Fitness Social Fitness	-7
Chapter 1 TOTAL FITNESS NEEDS OF SECONDARY SCHOOL YOUTH Overview The Nation's Needs for Total Fitness Physical Fitness Emotional Fitness Mental Fitness Social Fitness	9
Overview The Nation's Needs for Total Fitness Physical Fitness Emotional Fitness Mental Fitness Social Fitness	
The Nation's Needs for Total Fitness  Physical Fitness  Emotional Fitness  Mental Fitness  Social Fitness	
Physical Fitness Emotional Fitness Mental Fitness Social Fitness	13
Emotional Fitness Mental Fitness Social Fitness	14
Mental Fitness Social Fitness	16
Social Fitness	16
	17
	18
	18
Junior High-School Youth	19
Physical Characteristics	19
Emotional Characteristics	20
Mental Characteristics	21
Social Characteristics	22
Senior High-School Youth	22
	22
	23
	24
	24
(Continued on next have)	-

THE CONTENTS OF THIS BULLETIN ARE LISTED IN "EDUCATION INDEX"

Issued Monthly. September to May Inclusive

Copyright 1956 by

## THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

PAUL E. ELICKER, Executive Secretary

PAUL E. ELICKER, Editor WALTER E. HESS, Managing Editor

G. EDWARD DAMON, Assistant Secretary WALTER E. HESS, Assistant Secretary ELLSWORTH TOMPKINS, Assistant Secretary GERALD M. VAN POOL, Assistant Secretary

1201 Sixteenth Street, N.W., Washington 6, D. C.

Needs of Secondary School Youth to Which Health, Physical Education, and	
Needs of Secondary School Youth to Which Fleatin, Thysian Recreation Programs Can Contribute	25
Recreation Programs Can Communicate	25
Needs of Junior High-School Found	25
Physical Fitness Needs	25
Emotional Fitness Needs	25
Mental Fitness Needs	25
Social Fitness Needs	26
Needs of Senior High-School Found	26
Physical Fitness Needs	26
Emotional Fitness Needs	26
Mental Fitness Needs	26
Mental Fitness Needs Social Fitness Needs  Needs of All Youth	26
How the Secondary School Can Meet the 180	
ABOUT FITNESS	20
	29
Overview General Findings	30
General Findings	31
Background of Fitness Studies	33
What We Know About Physical Programme About Physical Phy	35
Cardio-Vascular and Respiratory Fitness  Muscular Fitness	37 40
Muscular Fitness Sensory Fitness	40
Sensory Fitness Skeletal Fitness	
Skeletal Fitness Teeth	42
Teeth Availability of Norms	42
Availability of Norms Effects of Good Physical Fitness	43
Effects of Good Physical Fitness.  What We Know About Emotional Fitness.	43
What We Know About Emotional Fitness  Evidence of Maladjustment  Evidence of Maladjustment	44
Evidence of Maladjustment Causes of Emotional Problems Causes of Emotional Maladjustment	44
Causes of Emotional Problems Results of Emotional Maladjustment	44
Results of Emotional Maladjustment Meeting Emotional Needs of Youth	45
Meeting Emotional Needs of Youth What We Know About Mental Fitness	45
What We Know About Mental Fitness.  Causes of Mental Breakdown	45
Causes of Mental Breakdown  Mental Fitness in the School  Etropy	46
What We Know About Social Pitness	-46
What We Know About Social Fitness  Social Fitness in the School  Social Fitness in the School  Health and Physical Education for Boys.	47
Effectiveness of the Piograms in Figure 1	
Chapter 3 THE SCHOOL PHYSICAL EDUCATION PROGRAM CONTRIBUTE	5
Chapter 3 THE SCHOOL PHISTORY	
TO TOTAL FITNESS  Overview  ( Physical Education	. 49
Overview The Purposes of Physical Education The Purposes of Physical Education Program	. 50
The Purposes of Physical Education	30
Objectives of a Good Physical Education Program  Physical Fitness	. 50
Physical Fitness Sportsmanship	- 50
Sportsmanship Psychological Fitness	. 50
Psychological Fitness Recreational Capacity	. 51
Recreational Capacity Safety Capacity	51
Safety Capacity Selection of Activities	. 51
Selection of Activities  Contributions to Objectives	51
Contributions to Objectives  Highest Relative Values.	51
Highest Relative Values.  Meaning and Purpose for Youth	52
Meaning and Purpose for Youth Interesting to Youth	. 52
Interesting to Youth	52
Carry-over Value Leading on to Further Activity	52
Leading on to Further Activity Within Individual's Capacity Treatment	53
Within Individual's Capacity Intensive Rather Than Extensive Treatment	. 53
Offering Leadership Opportunities	

Feasibility	53
Organization of the Physical Education Program	53
Organizational Criteria	54
Progession	54
Variety	54
Seasonality	55
Practice for Mastery	55
Feasibility	56
Unity	57
Class Instruction and Its Unique Place in Total Fitness	58
Class Instruction in Physical Education	58
Guided Learning	59
Development	59
Recreation	59
Enjoyment	59
General Methods in Physical Education	59
Grouping of Students.	60
Student Leadership	61
Planning Instruction	62
The Curriculum Guide	63
Blocked-out Seasonal and Varied Plan of Activities for a Given School in a	
Given Period of Time	63
Daily Lesson Plans	63
Class Organization for Instruction	64
Squads	64
Groups	64
Student Coach Method.	64
Class or Mass Instruction	65
Teams	65
Measurement and Evaluation	65
Adapted-Restricted-Remedial Program	66
Objectives of an Adapted Program.	67
Guiding Principles for Adapted Physical Education	67
The Co-recreation Program.	68
Co-recreation	68
Purposes	68
Principles of Administration	68
Special Problems	68
Intramural Activities	68
Intramural Sports	68
Objectives of Intramural Sports.	69
Problems in Intramurals	69
Activities	69
Personnel and Management	70
Time Allotment	70
Schedules and Scheduling	70
Extramural Activities for Girls	70
Policies Governing Intramural Participation of Girls	71
Interschool Athletics	72
Interschool Athletics	72
Facilities	75
Facilities Principles Defined	75
Priorities in Facilities	76
The Need for Gymnasium and Outdoor Areas	76
Determining Gymnasium Needs.	76
Class Instruction Needs.	76
Determining Outdoor Area Needs	78
Selected Bibliography	80

Chapter 4 RECREATION AND OUTDOOR EDUCATION CONTRIBUTE TO	
Chapter 4 RECREATION AND OUTDOOR 2	85
	87
Overview	87
Overview Part I.—Recreation Meaning and Importance of Recreation. Meaning and Importance of Recreation.	88
	89
	91
The School's Richard High School and Recreation The Community High School and Recreation Planning the Community Curriculum Planning the Community for Youth	92
Planning the Community Curriculum  Categories of Opportunity for Youth  Categories of Opportunity for Youth  Categories of Opportunity for Youth	93
	95
The Community High School as a Co-operative Agency  The Community High School Program  Facilities for the Community High School Program	95
Pacilities for the Community High School Program  Co-operative Use of Existing Facilities  Co-operative Use of New Facilities	95
Co-operative Use of Existing Facilities  Functional Construction of New Facilities  Functional Construction of New Facilities	96
Functional Construction of New Facilities  Great Neck Public Schools—An Example  Great Neck Public Schools—An Example	99
Great Neck Public Schools—An Example  Part II.—Outdoor Education?  Part II.—Outdoor Education?	99
Part II —Outdoor Education?  What Is Outdoor Education?	100
Outdoor Education in Secondary Schools.  Outdoor Education in Secondary Education Activities.	102
Outdoor Education and Outdoor Education Activities	102
r . Alton Wood River High School	103
A shor High School, Ann issued	. 100
Day California	117.7
	- 2 2 - 5
Campa New Hampshire	
I Josephyn Trianing	
Emetion of Personnel	1 1
salasted Bibliography	166
A. Recreation	123
A. Recreation B. Outdoor Education	IESS
PROCEDAM CONTRIBUTES TO TAKE	2 2 1 2 1 1 1
Chapter 5 THE SCHOOL THREE	120
Commission of the Commission o	120
e t thalels Program	120
Provision of Qualified Health Teachers Suggested Content of Junior and Senior High-School Health Courses	120
Suggested Content of Junior and School Con-	

Co-ordination with the Total School Program	129
Relationship with Community Health Programs	129
Schools and Voluntary Agencies Work Together To Improve	
School Health Programs.	130
Guiding Principals	130
Recognition of Common Goals Is Essential	130
Mutual Understanding of Purposes and Procedures Is Necessary	130
Mutual Projects Are Best When Planned and Undertaken Jointly	131
Mutual Projects Are best when Planned and Chidraken Johnsy	2.72
New Health Activities Should Be an Integral Part of the	121
School Health Education Program.	121
Fund-raising Activities May Have Value for Education	121
Recommended Agency Activities.	1.51
Make Available to School Personnel the Latest Health Information	151
Provide Teaching Aids	151
Help in the Preparation of Resource Units	2.52
Help with Special Short-term Projects	132
Help with In-Service Education of Teachers	132
Participate in the Recruitment and Pre-Service Education of	
School Health Personnel	132
Provide the Means for Demonstrations and Studies	132
Enrich the Curriculum	132
Interpret the School Health Program and Unmet Needs to the Community	133
Help in Interpretation to Parents	133
School Health Services	1.55
School Health Appraisal	133
Screening Tests	134
Medical Examinations	134
Health Counseling	138
Emergency Care	138
Healthful School Living	139
Providing for Emotional Health	139
The Physical Environment	139
Health Service Units	139
School Food Service	139
The Health of School Personnel	140
Selected Bibliography	140
RECOMMENDED CRITERIA FOR SECONDARY SCHOOLS	143
The Physical Education Program	143
Program	143
Leadership	144
Pacilites	144
Supplies and Equipment.	144
Recreation and Outdoor Education Programs	144
Organization and Administration.	144
Leadership	145
Program	145
Facilities	146
The Health Program.	146
School Health Education	146
School Health Services.	147
School Health Services. Healthful School Living.	1.42
	1.37
Appendixes	1.40
Appendix I	148
Appendix II	149
1956 Summer Session Courses and Workshops on the Junior High Schools	121
Book Column	161
News Notes	209
ATTEM ATTEM CONTRACTOR OF THE	

The American Association for Health, Physical Education, and Recreation

Is Proud To Announce

# PHYSICAL EDUCATION FOR HIGH SCHOOL STUDENTS

A book of sports, games, athletics, and recreation activities for teen-agers

 $\sqrt{}$  Unique in the field of physical education and an important contribution to the literature of secondary education.

 $\sqrt{\Lambda}$  complete book of physical education for high school boys and girls (8th to 12th grades).

√ A book written expressly for teen-agers for their understanding and enjoyment.

 $\checkmark$  A book based on sound educational principles written by well-known people in the field.

 $\sqrt{\ }$  A book profusely illustrated, showing skills, strategy, fields, and equipment.

√ The Advisory Committee for the book represented: the NEA Department of Rural Education, American Association of School Administrators, National Association of Secondary-School Principals, Association for Supervision and Curriculum Development, National School Boards Association, and Chief State School Officers.

√ The specially prepared Teachers Guide for Physical Education for High-School Students shows how the text may be used for the most effective teaching of physical education. 64 pp. 50¢.

COVER IN FOUR COLORS • 416 PAGES 6" x 9" • CLOTHBOUND: \$3.00

Write for brochure or order from:

AAHPER Publications-Sales
1201 16th Street, N.W., Washington 6, D. C.

# A Few Words About This Publication

N THE preparation for this publication, Fitness for Secondary-School Youth, three facts stood out. They are:

1. The professional literature was somewhat in agreement in theory.

A national survey of 2,648 high schools showed considerable consistency in practice.

3. Theory and practice are widely apart.

This gap is recognized by professional organizations and voluntary agencies and it is the purpose of this publication to define, describe, and enumerate the purposes of the many-fold aspects of the secondary-school health education, physical education, recreation, and outdoor education programs for the total fitness, welfare, and self-realization of today's youth. It is the hope of the American Association for Health, Physical Education, and Recreation—NEA, and the National Association of Secondary-School Principals—NEA, that this publication may contribute to the narrowing of the gap between theory and practice in our secondary schools.

Numerous materials have been freely cited and quoted. There may be some statements herein with which there is not exact agreement on the part of those consulted.

It is the intent of this introduction to give the reader a quick overview of the phases, relationships, and organization of the complete secondary-school program of health education, physical education, and recreation, and outdoor education.

To be as concise as possible, the three major aspects of the school health program—healthful school living, health services, and health education—the required and the selective aspects of the school physical education program, and the recreation and outdoor education programs under school auspices were reduced to one organization chart. In such an over-simplification, over—or under-emphasis is possible. It is also obvious that some omissions will occur. Finally, the exact nomenclature may not be acceptable in some instances.

# SECONDARY-SCHOOL PROGRAMS OF HEALTH EDUCATION, PHYSICAL EDUCATION, RECREATION, AND OUTDOOR EDUCATION

Chart I, following, will be a guide to the school administrator as to the scope and relationships of the secondary-school health education, physical education, recreation, and outdoor education programs. The functional administration of such programs in their entirety is indispensable to the development of total fitness for our secondary-school youth.

Lines of authority and responsibility are solid. Lines of advisory or co-operative relationship are dotted. Probably no one school will be organized in such a manner or in such detail. Small schools in small communities will, of necessity, greatly reduce services or combine functions. Large schools probably will be well situated for best organization for total fitness programs.

Total agreement on sub phases or topics, upon terminology, or even upon responsibilities is immaterial for the *essential* purpose of the chart—to give the school administrator a reasonably authentic birds-eye view of the scope and essential interrelationships of secondary-school organization for total fitness. The report in this publication is built upon the organization outlined in the Chart I.

Co-operation for total fitness is imperative. The student, the home, the school, and the community must all work toward this goal. In this endeavor, they can be aided by various professional and voluntary agencies. Appendix I includes a list of such groups. Appendix II is a brief statement relating to today's challenge for fitness.

KARL W. BOOKWALTER CAROLYN BOOKWALTER Co-Chairmen

# Acknowledgments

OLLOWING approval of this project on Fitness for Secondary-School Youth by the NASSP and the AAHPER, President Ruth Abernathy of AAHPER appointed Karl Bookwalter of the School of Health, Physical Education, and Recreation at Indiana University, Bloomington, and his wife, Carolyn, to serve as co-chairmen in the preparation of this publication. Major credit for the whole project, and in particular for Chapters I, II, and III, belongs to these co-chairmen.

The material on recreation in Chapter IV was prepared by a committee co-ordinated by Edwin G. Rice, Consultant in Physical Education, Health, and Recreation, State Department of Public Instruction, Lansing, Michigan. Committee members included: J. Bertram Kessel, Director, Department of Physical Education and Recreation, Boston University, Boston, Massachusetts; G. Robert Koopman, Associate Superintendent, State Department of Public Instruction, Lansing, Michigan; John L. Miller, Superintendent of Schools, Great Neck, New York; Arthur L. Smith, Director, Department of Health, Physical Education, and Recreation, Public Schools, Great Neck, New York; Harry C. Thompson, Assistant Director, Department of Health, Physical Education, and Recreation, Public Schools, Great Neck, New York.

The material on Outdoor Education in Chapter IV was prepared by a committee co-ordinated by *Jack F. George*, Director of Physical Education, State Department of Education, Concord, New Hampshire. The committee included:

What Is Outdoor Education?

Julian W. Smith, AAHPER staff

Associate Professor of Outdoor Education

School of Education

Michigan State University

East Lansing, Michigan

The Outdoor Education Project of the American Association for Health, Physical Education, and Recreation

Julian W. Smith, AAHPER staff

Associate Professor of Outdoor Education

School of Education

Michigan State University

East Lansing, Michigan

Teacher Preparation in Outdoor Education

Leslie S. Clark

Director Sargent Camp (Boston University)

Peterborough, N. H.

Report of the Society of State Directors for Health, Physical Education, and Recreation 1955 Workshop in Camping and Outdoor Education

Raymond B. Magwire

Director of Physical Education and School Lunch State Department of Education

Montpelier, Vt.

A Conservation Educator Looks at Outdoor Education

John E. Dodge

Conservation Educator

New Hampshire Fish and Game Department

Concord, N. H.

A California Superintendent Views Outdoor Education

Daniel T. Williams

District Superintendent

Garvey School District

7661 East Newmark Ave.

South San Gabriel. California

An Ohio Superintendent Looks at Outdoor Education

O. E. Hill

Superintendent

Cleveland Heights Public Schools

Cleveland Heights, Ohio

Aquatic and Small Craft Activities in Outdoor Education

I. L. Hasenfus

Assistant Director Safety Services

American National Red Cross

Washington, D. C.

Identification of Programs

The Program of Outdoor Education at the East Alton-Wood River High School

A. Edison Smith

Principal

East Alton-Wood River Community High School

Wood River, Ill.

Outdoor Education and School Camping for the High School

Charles I. Barclay

Class Adviser and Director of Outdoor Education

Ann Arbor High School

Ann Arbor, Michigan

Ten Years of School Camping

Edwin Pumola

City-County Camp Commission

San Diego, California

School Camping Karl Randels

Director Physical Education & Athletics

Lakeview High School Battle Creek, Michigan

A Pattern for Outdoor Education in the High School

Helen Davies

Royal Oak High School

Royal Oak, Michigan

The High School Outing Club

Jean M. Young

Director Adult Activities Department

YMCA

298 Michigan Ave. West

Jackson, Michigan

Shooting Education

Jack F. George

Director of Physical Education

State Department of Education

Concord, N. H.

School Angling

Frank E. Philpott

Assistant Professor of Physical Education

School of Education

University of Florida

Gainesville, Florida

Archery and the Outdoors

Harlan G. Metcalf

Professor of Education

State Teachers College

Cortland, New York

Skiing - An Outdoor Education Activity

Oliver G. Cole, Jr.

Principal

Dow Academy

Franconia, N. H.

School Skiing

Edward W. Stefaniak

Principal

Stowe High and Elementary Schools

Stowe, Vermont

The Use of Parks, Recreation Areas, and Other Public Land for Outdoor Education

Ernest V. Blohm

Recreation Consultant and Executive Secretary Michigan Inter-Agency Council for Recreation Fourth Floor, Mason Building Lansing 26, Michigan

Orienteering

Bjorn Kjellstrom
President of American Orienteering Service
and Silva Industries Inc.
220 Fifth Ave.
New York J. New York

Fred V. Hein, Consultant in Health and Fitness, American Medical Association, provided material for use in the preparation of Chapter V.

General planning and editing was done by: Ruth Albernathy, President AAHPER, and Professor, Department of Physical Education, University of California at Los Angeles; Jackson M. Anderson, AAHPER staff; George F. Anderson, AAHPER staff, Elizabeth S. Avery, AAHPER staff; Rachel E. Bryant, AAHPER staff; Walter E. Hess, NASSP staff; Simon McNeely, U. S. Office of Education; Elsa Schneider, U. S. Office of Education; Eugene H. Sloane, AAHPER, staff; Julian W. Smith, AAHPER staff, and Associate Professor of Outdoor Education, Michigan State University, Lansing; Ellsworth Tompkins, NAASP staff; and Carl A. Troester, Jr., AAHPER staff.

# Total Fitness Needs of Secondary School Youth

### **OVERVIEW**

HE complexity of living, delayed marriage, legal and economic barriers to employment of secondary-school youth, broken homes, and continuous draft likelihood have brought about many crucial problems for today's adolescent youth. The schools are trying to aid in the preparation of youth to meet these problems.

The need for total fitness for this modern age has brought about many curricular changes. Chief among these is the need for a unified and effective health, physical-education, and recreation-educational program. The special needs for total fitness can largely be met by a program of such a broadened scope.

Secondary-school youth, for whom these programs are offered, differ between the sexes, from school to school level, and markedly between individuals of the same sex and school level. These differences carry administrative implications for the schools which must be met if youth are to be fit for life in our democracy.

# Total Fitness Needs of Secondary School Youth

THE NATION'S NEEDS FOR TOTAL FITNESS

LIVING in the modern age is far more complex than it was several generations ago. Increases in population, costs of living, standards for living, standards for vocational occupations, and time for leisure are important aspects of the complexity of present-day living. In addition, we find that increased speed of transportation has decreased isolation of individuals, communities, states, nations, and continents. Radio and tele-

vision have brought the world closer to the individual.

In the United States, changes have occurred in the family situation. In the past, people started their families at relatively early ages. Today, youths are required by law to attend schools and are prohibited by law from vocational occupation and from marriage until certain ages are reached. In the past, social and religious pressures held marriages together more than they do today. Industrial centers have attracted people to urban areas so that now a greater proportion of the people live in these areas. Availability of employment has influenced approximately half of the homemakers to be gainfully employed outside of the home for at least part of the day. Ease of transportation has allowed all members of the family to get away from the home at will. Increased activities of the churches, schools, community groups, and commercial entertainment agencies have attracted members of the family away from the home.

There have been enormous advances in health in the country during the past fifty years. Our country is considered to be one of the "most healthful nations in the world." As a result, the average life in this country has lengthened so that society is faced for the first time with such problems as care, diseases, financial support, and occupations of the aged. The increase in life has extended the economic productivity of the average person. This in turn has influenced the trend toward keener competition in voca-

tions and increased vocational pressures.

The trend to live longer and faster, and the complexities which arise therefrom have brought about changes in education. There has been a shift from the "three R's" toward "education for adjustment," "education for democracy," and "education for the world." With these changing emphases, there has been a tendency to emphasize the mental hygiene program and to ignore physiological and organic health except when a national emergency arises (46:142, 143. This citation and other similar

<sup>1&</sup>quot;State of the Union's Health," Hygeia, January 1949. Reprint.

citations in this chapter and Chapters 2 and 3 refer to the bibliography

following Chapter 3.)

During World War II, the nation in general became concerned about the numbers of boys rejected by the Armed Forces for various reasons. The statistics about these rejections have been interpreted to indicate that our youths are weaklings and that millions of them are unfit to serve effectively during either peace or war.<sup>2</sup> Recently, there have been a number of articles about the fitness of our youth. Interest concerning the fitness of the American children brought about a planned "Conference on Fitness of American Youth" which was scheduled to convene on September 28, 1955, but was postponed due to the heart attack suffered by the President of our nation.

The complexities of modern life demand that human beings of all ages possess healthy bodies and minds as well as a capacity for great endurance.<sup>3</sup> Everyone should be prepared for emergencies: carrying injured people, carrying debris caused by floods or tornadoes, and other types of activities which require strength and endurance.<sup>4</sup> All youths or adults who may be inducted into military service should develop the optimal strength, neuromuscular co-ordination, physical endurance, and emotional stability up to the limit of their inheritance.<sup>4</sup>

There were reasons why our youth were found wanting in physical fitness during World War II. We have placed "undue importance on the star athletes who were headlined in the press, magazines, and radio. We neglected the need for physical fitness for the vast army of school children and college students." However, we need to keep in mind that the "selective service examinations were based on physical and mental defects and on deformities, not on a lack of strength and endurance." Strength and endurance can be developed in most individuals in a relatively short time if they are organically sound and free from disease. However it must be maintained by systematic activity.

Individual fitness brings about national fitness. "We must persuade people that one can never 'retire' from active participation . . . that life is activity." Increasing one's ability to make effective adjustment to the limits of one's ability in an activity may be brought about through continued participation in the specific activity under educational guidance.

The need for fitness for boys has been recognized because of the publicity of the selective service statistics. However, the "need of fitness for girls re-

<sup>21</sup>bid

Burnham, E. H., and H. J. Norton, "Physical Fitness," Journal of Health, Physical Education, and Recreation, 18, 6:383.

and Recreation, 18, 6:383.
4Wilson, C. C., "Foundations for Physical Fitness," Journal of Health, Physical Education, and Recreation, 13, 7:391, 392.

<sup>&</sup>quot;Schroeder, L. C., "Physical Fitness for a Pencetime World," Journal of Health, Physical Education, and Recreation, 16, 10:570.

<sup>&</sup>lt;sup>6</sup>Eisenhardt, Major Ian, "Canada's National Physical Fitness Act," Journal of Health, Physical Education, and Recreation, 16, 4:230.

<sup>&</sup>lt;sup>†</sup>Larson, L., "Defining Physical Fitness," Journal of Health, Physical Education, and Recreation, 13, 1:20.

mains unrecognized today by many administrators."8 Childbearing and child rearing require totally fit women. When the mother is employed vocationally outside of the home as well as maintaining a home, total fitness is all the more necessary.

The purpose of total fitness may be "to assure survival on the human plane . . . survival of the body, mind, finer motives, and higher aspirations of man and spirit" and a keen enjoyment of living. Included in total fitness are types of fitness. These types of fitness have been classified as physical, emotional, mental, and social.

### Physical Fitness

Physical fitness means a well-nourished organism free from sickness or disease; plus good teeth, good hearing; good eyesight; ability to handle one's body well; the capacity to work hard over a long period of time without diminished efficiency; good muscular development and muscle tone; good posture; good proportions for age and sex (in accord with one's heredity); normal bones and joints for growth level; fit heart and circulation system; fit digestive system; fit nervous system allowing an alternation of abundant energy and relaxation; normal sexual development; normal excretory and evacuative systems; good fundamental motor abilities (balance, flexibility, agility, speed, rhythm, motor explosiveness, and accuracy); sufficient swimming ability to save life; at least average basic skills (running, jumping, climbing, crawling, and throwing); 10 recreational skills (sports and creative arts); and safety skills.

The effectiveness of an individual's adjustment to physical activities is facilitated to a large extent by his fitness in motor abilities. The degree of physical fitness desired is determined by one's psychologic, physiologic, and morphologic characteristics and should be at least the minimum needed to adjust to the conditions of "wholesome and complete living." <sup>11</sup>

#### Emotional Fitness

An emotionally healthy personality may include: feeling of social and economic security, self-sufficiency and adequate freedom from parental and group dominance, ability to make suitable decisions, ability to pursue a course of action which has been undertaken, ability to face reality, sociability, and adjustment to situations satisfactory to himself and to society.

An emotionally healthy personality is aided by physical fitness while poor physical condition will contribute to susceptibility to forces making for an unhealthy personality. (46:183) Emotional, mental, and physical health go hand in hand.

<sup>\*</sup>LaSalle, D., "Fitness Today on the Home Front," Journal of Health, Physical Education, and Recreation, 15, 10:535.

<sup>&</sup>quot;Steinhaus, A., "Fitness-A Definition and a Guide to Its Attainment," Journal of Health, Physical Education, and Recreation, 16, 4:175.

<sup>10</sup>Cureton, T. K., "What Is Physical Fitness," Journal of Health, Physical Education, and Recreation, 16, 3:111.

<sup>11</sup> Larson, L., op. cit.

Youth reflect "the emotional disturbances and tensions of adults." <sup>12</sup> The weakened family situations in many homes are failing to meet needs of a large number of youth. Complaints about delinquencies of girls are increasing more rapidly than the complaints about boys. <sup>12</sup>

"Individuals who are fit from a physical point of view may be incapacitated for useful national activity because of . . . emotional instability . . ."

Almost any illness can begin the experiences that finally lead to maladjust-

ment. (46:155)

The unhealthy personality meets problems in life situations in such ways that either he or the group may be dissatisfied. (46:28) Youth can usually see for themselves that "health is a means of helping them do the kinds of things they want to do and be the kind of a person they want to be.... The ideal is to make the healthful thing as attractive, or more attractive, than the unhealthful." This is particularly true in developing appreciation of and respect for laws relating to health and safety.

#### Mental Fitness

A mentally fit person is one who, within his capacity, habitually meets the problems of life in such a way as to satisfy his own needs and at the same time to contribute to the welfare of society. (46:28) Mental fitness includes freedom from injury to or disease of the brain as well as the ability

to think problems through to feasible solutions.

There are different kinds of intelligence or mental abilities. <sup>15</sup> To be mentally fit, for one's level of development, one should have at least the developmental-level-average ability in reasoning, memorizing and recalling, working with numbers, and using and understanding words. In addition, one should be able to visualize mentally how objects of two or three dimensions fit together and to be able to see rapidly similarities and differences in details of objects or problems.

Knowledges, insights, understandings, and good judgment are part of mental fitness. Mental fitness in the areas of health, physical education, and recreation includes scientific knowledge which will lead to the formation of socially desirable actions, health habits, attitudes and appreciations; knowledge of one's physical and neuromuscular abilities and limitations, and such knowledges as will aid one appropriately to select and apply the various learnings and skills.

In other areas, mental fitness includes those knowledges basic to a satisfying adjustment to one's vocational occupation and to the moral, spiritual, and social problems of everyday living. It includes an inquiring type of mind, the ability to listen and observe, and the ability to use one's

13Wilson, C. C., op. cit.

<sup>&</sup>lt;sup>13</sup>Hutzel, E. L., "Problems of Youth," Journal of Health, Physical Education, and Recreation, 15, 8:429-431.

<sup>&</sup>lt;sup>14</sup>Strang, R., "What Impresses Pupils," Journal of Health, Physical Education, and Recreation, 16, 3:113.

<sup>&</sup>lt;sup>15</sup>Remmers, H. H., and C. G. Hackett. What Are Your Problems? Chicago: Science Research Associates, Inc., 57 W. Grand Avenue. 1951. P. 25.

mental capacity for the optimal contribution to the welfare of society. One needs knowledges and understandings of social structures and social process and the knowledges of the civic duties of a citizen in a democratic society.

#### Social Fitness

A socially fit person is one who is able to adjust to the various social situations in such ways as to be satisfying to himself and to society. To meet the demands of our democratic society, one must be aware of the amenities of social behavior and be able to work and play with other people. One must have a proper sense of values and be able to adjust to social problems under democratic conditions of tolerance and fair play.

One must be able to establish and maintain a family which will fit into the social structure and which will function in the social processes of a democracy. Families must use the nation's resources in such ways as to be of benefit to present and future generations. Members of the families should function as desirable citizens of the community, state, nation, and the world.

With the knowledge of what is involved in total fitness, it is necessary to know the characteristics of youth before programs for the development of total fitness can be effectively selected, organized, and administered. The characteristics are discussed under the areas of general characteristics, and characteristics of junior and senior high-school youth.

#### GENERAL CHARACTERISTICS OF SECONDARY-SCHOOL YOUTH

The general characteristics of secondary-school youth vary between the two sexes and within each sex. The differences among children may be due to differences in developmental status, which in turn may be influenced by hereditary, nutritive, climatic, endocrine, and other factors. Some studies have indicated that modern youth are reaching pubescence at an earlier age than the youth of former generations. If this is true, the school personnel need to be aware of the pubescent acceleration.

Physiologically, older, taller, and heavier children have been found to be stronger and in general more proficient in activities than have the physiologically younger, shorter, and lighter children. However, differences occur between the early maturing boys and girls in attaining their adult heights. Earlier maturing girls tend to reach a subaverage height whereas earlier maturing boys tend to be as tall or taller than average. (66:224) Since size and maturity seldom occur at the same rate in all children, it often happens that a large adolescent is immature in relation to the maturity of the smaller adolescents. Children in high school are apt to be less alike in skeletal development than they were in the elementary grades.

<sup>&</sup>lt;sup>16</sup>Breckenridge, M. E., and E. L. Vincent. Child Development. Philadelphia; W. B. Saunders Co. 1943, P. 269, 285.

As children grow up, they evolve their own standards of social values. These values are used as guides in their conduct by which to evaluate their behavior. Maturing boys and girls may find themselves "different" and out of rapport with the group pattern because they lack the readiness for the appropriate steps in maturity. Adults who deal with children throughout their maturing phases are apt to show diminishing insight into the position of any particular child in the group. (66:224, 225)

Adolescents are highly sensitive. They are sensitive to odors, to differences from peers, and to remarks of their peers and of adults they hold in esteem. In general, they tend to be extremely variable in moods and to be unpredictable. They are struggling to break home ties and become adults. They want adult privileges without the adult responsibilities. They want to be treated as mature persons on the one hand but again protected as

children on the other.

The appetites of boys during adolescence tends to be ravenous, though in some cases there is a tendency to be finicky about food. Girls tend to become interested in controlling weight and become intrigued with reducing diets. Youth left to their own devices for selection and preparation of food are apt to use poor judgment of foods for good nutrition. Teenagers tend to fill up on "empty calories"—calories which contain few or none of the essentials for good nutrition. It has been reported that undernourishment of the American boys and girls 13 to 19 years of age, is far more prevalent than it should be.<sup>17</sup>

Characteristics which are typical for the junior and senior high-school youth are grouped in the following material according to the respective school levels and within the type of fitness—physical, emotional, mental,

and social.

Junior High-School Youth

The junior high-school period is the time when boys and girls go through many changes. Teachers will see noticeable differences between the characteristics of the youth at the beginning and at the end of the

school year.

Physical characteristics—Boys begin and girls complete manifestations of sex characteristics during this school level. Children who are further advanced toward sexual maturity are taller and heavier than children of the same chronological age but are less advanced in sexual maturity. Girls are usually relatively taller, heavier, and more mature than boys in the age period 11 to 14 years. However, early maturing boys tend to gain in relative height up to 13 years of age.

In regard to skeletal maturation, there are noticeable differences between boys and girls. At 12 years of age, the hip bones in girls begin to unite. This does not occur in boys until 14 years of age. The union of the epiphysis with the diaphysis shaft of the bone begins for girls between 13 and 14

<sup>17</sup> Axelrod, Myril, "Our Starving Teen-agers," Readers Digest, December 1955, p. 29,

years of age, but later for boys. The pelvis, in relation to width of the shoulders, is apt to be wider in girls than in boys at 14 years of age. The late maturing boys tend to have slender hips relative to height, whereas the early maturing boys tend to have broad hips. Late maturing girls tend to have broad shoulders. The spurt of growth of feet tends to occur six months prior to the spurt in stature.

Poor calcification in the bones occurs at about 10 to 13 years of age for both sexes. Permanent dentition is completed around 13 or 14 years of age.

This is true for both boys and girls.

The boy or girl who reaches puberty at an early age tends to have fewer biological discrepancies and fewer organic imbalances than either the average or late maturing youth. While they tend to proceed usually to adult status with less internal incongruity, the sudden and unexpected increase in size may cause disturbances of various kinds. The individual has to become adjusted to a new body size and form. These changes may cause former hand-eye co-ordinations and other muscular co-ordination patterns to become obsolete so that the individual becomes clumsy and painfully incapable of easily performing activities of even the simple type. The rate of increases in balance and agility is retarded during this period.

Increase in strength tends to be a natural phenomenon. Early maturing youth have a rapid rise in grip strength prior to 12 years of age followed by a slower rate of increase. Average boys of 11 years of age have approximately half the strength of 16-year-old boys. Leg strength for both sexes seems to be greater than the strength of the back, arms, and hands. Girls tend to be stronger in the legs than in the arms and hands when compared

to boys.

Girls tend to tire more easily than boys, even though there is a general increase in size and strength of muscles. The tendency not to eat nutritional foods may contribute to this condition.

The reproductive organs mature rapidly at this age. Secondary sex characteristics appear, such as the development of the breasts in girls and

the change in voice and growth of hair on the bodies of boys.

In general, there seems to be a rapid rise in physical growth and ability during the junior high-school age. The age period of 10 to 15 years is usually the time of good health. There is the lowest death rate during this period of all age periods from birth to senility.

Emotional characteristics—Boys and girls tend to have increased desires to improve their personal appearances during the junior high-school level. Height plays an important part at this age. In social dancing, both boys and girls prefer a partnership in which the boy is at least as tall as the girl. Retarded physical development and a typical sexual development may cause more or less severe emotional problems. Toward the latter part of the junior high-school level, girls tend to lose interest in active games and in the display of athletic prowess. On the other hand, competitive athletic skills are among the chief sources of social esteem for boys during

this period. Both sexes are willing to work on special skills. The unskilled youth is self-conscious about undertaking new activities, especially if derogatory group attention is thereby centered upon him. The desire for competition in games is apparently keen among boys, but seems not to be as keen among girls.

Such difficulties as acne and malocclusion may cause such self-evaluation as to interfere with the individual's adjustment to the group. There is a willingness to co-operate in remedial aids to such defects. If scientific help

is not available, they will turn to other means.

The most admired qualities in boys at 11 and 12 years of age tend to be competence and leadership in group games, good sportsmanship, fearlessness, enthusiasm, and happiness. For girls, acceptance may be determined by such qualities as friendliness, prettiness, tidiness, graciousness, and modesty. (66:277, 235). For boys and girls in late junior high school, interest in poise, grooming, and other characteristics sets the stage for hetero-sexual adjustment in the following years.

Attachment to an admired adult, frequently called "hero worship," is prevalent. "Crushes" on the opposite or same sex may develop. At the same time, adolescents in this school level are apt to resist authority and

object to nagging and fault finding.

Interest in the opposite sex is increasing at this level, especially in girls. The early maturing boys and girls may become disturbed and worried about sexual maturation characteristics. Some may resort to vulgar sex language and to the mutilation of toilets with vulgar drawings as outlets to sex anxiety.

Emotions may be easily aroused in most adolescents in this period. They may be swayed by impulsive group decisions as to what to do with leisure time with possible results of destructiveness, delinquency, or just plain mischief. Fears, worries, frestration, and occasionally intense reactions to another person may cause actions without thought of the immediate results or future consequences.

There are desires for excitement and adventure. Out-door activities and camping are acceptable and interesting outlets for these desires for both

sexes.

Interests in money-making projects keep some youth occupied after school. However, the lack of opportunities for working and earning money frequently means that youth have nothing specific to do after school hours are over. Increasing money needs and increasing desires for group prestige in addition to no worthy leisure time activities may bring about juvenile delinquency.

Most junior high-school youth begins to appreciate group health prob-

lems. First aid is of common interest.

Mental characteristics—Abstract reasoning develops more rapidly at this school level than in previous levels. Some youth reach their word and verbal capacity at this level. However, other mental abilities can usually be encouraged. In other youth, irregular mental performance may occur because of rapid growth, glandular imbalance, and possibly poor nutrition.

Girls tend to receive higher marks than boys in English and courses requiring reading and neatly written papers. This may be due to their earlier maturation.

There is a greater appreciation of individual differences. This brings both pleasure and anxiety. Youth need help at this time in establishing their scales of social values.

Social characteristics—Aggressive good fellowship is evident during the early adolescent period. Later, as gang interests slowly change to interests in a selected few individuals, permanent friendships begin to develop. Loyalty to a group or to an individual is strong. There is a tendency to be slavish in conformity to the peer group in dress, appearance, and activities.

There tends to be a lack of self-confidence in a mixed social group. This may be due largely to self-consciousness and shyness. Strong interest in the opposite sex and general sex consciousness may bring about such self-consciousness that boys and girls may seemingly ignore each other at social functions. Girls may dance with each other while the boys play ping-pong or wrestle. When parents transport the boys and girls to a social function, the boys may sit together on one seat of the car while the girls sit together on the other. Each sex has difficulty in conversing easily with the opposite sex.

Girls are the aggressors in organizing group activities. They tend to appear older than they are and are apt to become interested in older boys who are at least as tall as the girls. The senior high-school boys become interested in the mature junior high-school girls.

Among many boys and girls, acceptance of responsibility tends to be poor. This is due partly to fear of failure. Responsibility will be willingly undertaken if they may be assured consideration of their limitations.

For most, there is a gradual increase in awareness of personal needs of social qualities and an acceptance of responsibilities and of individual independence.

Senior High-School Youth

Physical characteristics—Bone growth in general is completed with sexual maturity. The union of the epiphysis with the diaphysis is completed for girls at about 16 years of age. The union of the sacral bones begins at 18 years of age. By 15 years of age, the boys have grown slightly taller than the girls; girls reach adult height between 14 and 16 years of age.

There are increases in some physiological measurement with age while other measurements decrease. There is a significant difference between the blood pressures of boys and girls after 13½ years of age. The lower

blood pressure in girls may contribute to their reduced physical activity during late adolescence. For boys and girls there is less capacity to adapt to exertion by the increase of pulse rate. Basal metabolism seems to decrease with age. At the same time, the heart increases greatly in size. The heart and arteries may be out of proportion.

There are improvements in co-ordination. The muscles of boys become hard and firm while the muscles of girls stay soft. Control and grace are displayed especially by those who previously have had an all-round physical education program, such as dancing, swimming, tumbling, and athletic sports. Boys continue to improve in the rate of acquisition of skills at least through 17 years of age. One of the few activities in which girls 13 to 16 years of age show an increased skill is the vertical jump.

Boys 16 years of age have doubled the manual strength of boys of 11 years of age. Comparable shoulder strength to manual strength is not shown until  $18\frac{1}{2}$  years of age.

Glandular instability may occur with fluctuations in energy level. Symptoms of ailments for senior high-school youth may include headache, nosebleed, palpitation, and acne.

Body odors become more noticeable. The heightened activity of boys in strenuous athletics increases perspiration and general body odors. Foot and underarm odors are apt to become noticeable unless the adolescent is careful about bathing and using deordorants.

From 15 to 19 years of age, boys and girls begin to feel the results of the stresses and strains of late adolescent life. The death rate is nearly double that of the junior high-school death rate. Deaths from accidents are highest. The next ranking in order of causes of deaths are tuberculosis, heart disease, and pneumonia-influenza.

Emotional characteristics—Interest in school work is apt to increase as students begin to face prospects of a future career or for deciding the individual's role in society. Wage earning may be desired by many. The lack of an opportunity for high-school-age individuals in the labor market may bring about feelings of frustration. This is particularly true for the adolescent who becomes so discouraged with lack of success in school subjects that he loses interest. In addition, the boy faces the problems of early military draft.

Relationships between the adolescent and parents often become strained during this period. The adolescents feel misunderstood by the parents and think parents are "old fashioned." There may be an exhibition of the "know-it-all" attitude. The greater the feeling of inadequacy, the greater the tendency to boast or belittle others. It is not uncommon to find that students respond more readily to teachers and other leaders than to parents.

Desires for excitement, adventure, and independence tend to be greater in this period of development than formerly. These characteristics, coupled with being easily influenced by group opinion and the desire for more independence, are apt to be the cause of adolescents getting into situations that are exasperating to adults and unfortunate for the youth.

Emotional disorders of all kinds are apt to be more apparent in the senior high school than in the junior high school. Admissions to state hospitals are much higher in this school level than in previous levels. (66:5). Persistent truancy, sex offences, drinking, use of narcotics, automobile theft, robbery, and similar acts are major symptoms of an emotionally maladjusted adolescent.

Mental characteristics-The power of reasoning is fairly well developed in this school level. Keener attention is given to world issues and policies and to matters of vocation, education, and religion. There is increased ability to relate knowledge and to form generalizations. Youth seek opportunity to use their ability to think rapidly, reason, and to make their own judgments in order to gain their desired independence.

The memory span is greater than during the previous years. In general,

mental growth is almost mature.

Social characteristics-There is intensified desire to conform to the standards of the age group. Moving of the family to new locations is apt to be emotionally disturbing as economic and social status has to be obtained with each new group. Anti-social products may be the result of increased leisure time and the evolving of the individual's own standards or social values. Girls, more than boys, seem to find it necessary to adjust to changed or reversed values in the social pattern. Above the ninth grade, most girls no longer consider aggressive good fellowship to be important.

For boys, throughout the senior high-school level, high prestige values continue to lie in athletic skill, physical power, and physical appearance, but the basis is broadened to include other areas such as journalism, dramatics, woodwork, and the like. The quality of athletic skill is a cultural standard for manliness.

The boy begins to develop more permanent interest in one of the opposite sex. Both boys and girls resent restrictions by adults relative to the selection of friends. There is awareness of the moral code imposed by society, although the desires for sexual experiences are so strong that social moral codes may be violated. Frustration may occur as a result of the prevention of desired marriage by adult opinion, laws, and economic standards.

Groups are formed with regard to physical maturation, interests, and skills. Most boys like youth team sports while most girls like smaller group activities of the individual or dual nature. Both sexes like dancing.

Problems of youth seem to arise as they seek independence, accept mature responsibility with greater freedom from parental guidance. Application of skills of conversation and social courtesies have an accepted place in a social group. For many, social maturity is reached more slowly than are the physical, emotional, and mental maturities. Often social maturity may not be reached for several years following the high-school level.

# NEEDS OF SECONDARY SCHOOL YOUTH TO WHICH HEALTH, PHYSICAL EDUCATION, AND RECREATION PROGRAMS CAN CONTRIBUTE

The characteristics discussed previously indicate certain needs of adolescents as they grow to maturity and adjust to the demands of life. These needs should be met through the co-operation of the home, school, community, and governmental agencies. These have implications for school programs of health, physical education, and recreation.

## Needs of Junior High-School Youth

### Physical fitness needs

- 1. A balanced and adequate diet for the demands of growth and activity.
- 2. A safe school, home, and community environment.
- 3. Sufficient sleep and rest; for some, as much as ten hours daily.
- Regular dental and health examinations and correction of remediable defects.
- 5. Sufficient daily big-muscle activity for normal development; for many, as much as six hours.
- Experience in an all-round program of health education, physical education, and recreation with enough instruction and experience in skills to be able to participate in a number of socially desirable activities.
- Participation in selected games and other activities suited to their strength and appropriate for their developmental needs with adequate guidance.

#### Emotional fitness needs

 Emotional security with a sense of being loved and wanted, of having companionship, reasonable freedom from economic worries, and a sharing of everyday problems.

2. Learn how to find release from emotional tension in ways that are

personally and socially acceptable.

- Learn how to face emotional problems with a reasonable degree of success and self-control.
- Experiences which will develop desirable attitudes of spectatorship and sportsmanship.
  - 5. Achievement of success with recognition.

# Mental fitness needs

- 1. Learn how to study.
- Apply knowledges to practical situations, and to apply reasoning and judgment.
  - 3. Gain knowledge of limitations of one's own capacities.
  - 4. Gain knowledge of where to get information on various matters.

# Social fitness needs

1. Participation in many types of group contacts such as co-recreational dances and games, religious groups, and youth clubs.

- Practice in social skills such as conversation and courtesies while accompanying others, eating, and participating in various social activities with others.
  - 3. A set of social values which is acceptable to society.

### Needs of Senior High-School Youth

Physical fitness needs

- 1. Regular dental and health examinations and correction.
- 2. Sufficient sleep and rest; for many, about ten hours daily.
- 3. A safe school, home, and community environment.
- 4. A balanced and adequate diet for the demands of growth and activity.
- 5. Sufficient daily big-muscle activity; for many, as much as four hours.
- An all-round program in health education, physical education, and recreation which will allow election and specialization and which will give opportunities for the proper application of skills.

Emotional fitness needs

- 1. Increased sense of freedom while maintaining sense of security.
- Satisfaction in doing things "right" without feelings of bitterness or revenge, and inspiration to have courage to resist temptations.
  - 3. Appreciation of moral and spiritual values.
- Release from tensions by socially acceptable outlets for emotions and energy.
  - 5. Function as a part of a vital movement or organization.
- Assume responsibility to self, family, group, and society with unobstructive adult guidance.

Mental fitness needs

- Apply acquired knowledges, understandings, and insights in the formulation of judgments under unobstructive adult guidance.
- 2. Knowledge of one's personal limitations and how to adjust to the limitations with satisfactions to one's self and to society.

Social fitness needs

- 1. Apply acquired social knowledges and skills in socially desirable situations.
  - 2. Participate in group projects.

# How the Secondary School Can Meet the Needs of All Youth

The intellectual, physical, emotional, and social growth characteristics of adolescents in a given school can be expected to fit the pattern of a more universal population in most respects. The responsibility for discovering individual needs will rest upon the teachers. The school nurse, dentist, physician, counselors, and the social worker can help in the identification of these needs.

The way in which the school will meet the needs of youth will depend upon the philosophy; the total program offered; the co-operation between the school and the community; the school and community facilities avail-



The fitness of our youth is the strength of our nation.

able for school use; and the knowledge, insights, understandings, and skill of the personnel.

Those in charge of a program, which purports to guide the development of boys and girls intelligently, should be as qualified as possible for the jobs to be done since they are brought into personal contact with youth. Adequate professional preparation, faith in the profession, liking boys and girls, a pleasing personality, emotional stability, and general good health are personal factors which create a warm and friendly atmosphere for the desirable educative experience for youth.

In the secondary school, most of the teachers have different pupils each period of the day. The physical education teachers and the recreation leaders have a better opportunity to know those under their direction than do most leaders. Since it is difficult for the teacher to know and understand well each pupil in the various classes, cumulative record cards will aid teachers, specialists and administrators to obtain the perspective of a pupil under study by available information on previous and present physical, mental, emotional, and social health and growth, and the rates of development in the various aspects.

Cumulative record cards for physical growth and development reflecting age, height, and weight are available. Three examples of these are The Wetzel Grid, 18 The Physical Growth Record for Girls, 19 and Physical Growth Record Record for Boys. 10 The health appraisal records such as illustrated in Health Appraisal of School Children may prove to be of value.

18 This may be obtained from Norman Wetzel, M.D., N.E.A. Service, Cleveland, Ohio.

<sup>&</sup>lt;sup>10</sup>This may be obtained from the American Medical Association, 535 Dearborn Street, Chicago 10, Illinois, or The National Education Association, 1201 Sixteenth Street, Washington 6, D.C.

# What We Know About Fitness

# **OVERVIEW**

ASPECTS of total fitness are: physical, emotional, mental, and social. More research has been done on the aspect of physical fitness than on the other three aspects of total fitness. Among the areas of physical fitness, research has been conducted on nutrition, cardio-vascular-respiratory functioning, muscular strength and co-ordination, sensory characteristics and care, skeletal characteristics, types and amounts of subcutaneous tissues, and characteristics and care of the teeth.

The outstanding findings in the research in the four aspects of total fitness are: (1) proteins, water, minerals, and vitamins are most valuable nutrients; (2) the slow heart beat is characteristic of the fit and trained person; (3) strength of muscles increases naturally during adolescence; (4) the weakest parts of the body appear to be the shoulder girdle and arms; (5) loss of eyesight and hearing is due most frequently to infectious diseases and accidents; body build is related to success in performance of activities; (6) ability to adjust to situations is needed for emotional stability and prevention of mental illness; and success in athletics and physical abilities is highly related to social acceptance of boys.

In a survey of 2,648 high schools in 25 states, they were found to be only 28 per cent effective in attaining standards. Subsequent research revealed that schools having higher ratings on the total program achieved physical fitness, sports skills, and knowledge objectives more effectively than did schools with lower ratings.

# What We Know About Fitness

GENERAL FINDINGS

Some of the findings from the research in health, physical education, and recreation will be of interest to administrators and teachers of secondary-school youth. More research has been done in the physical phase of total fitness than in any of the other phases. Where there is scarcity of research in certain phases of total fitness, appropriate research from other fields will be given.

In recent years, the term "total fitness" has been substituted for "physical fitness," partly because of the reports from the Surgeon General of the Army. There has been a greater awareness by the average person of the need for more than physical fitness for service in the Armed Forces. Of the preinduction rejections from 1948 to 1955, it is indicated that 38 per cent of the Selective Service registrants were rejected at the time of preinduction examination. Among the reasons for the rejections and the estimated occurrences within the 38 per cent rejected were: medical-46 per cent (Physical-40 per cent and neuropsychiatric-six per cent); mental test failures alone-44 per cent; medical and mental-seven per cent; and administrative disqualifications-three per cent. Causes of the physical and neuropsychiatric rejections were: circulatory system diseases-151/2 per cent; bones and organs of movement (diseases and defects, the latter of which were more than half musculo-skeletal and flat feet) -141/2 per cent; psychiatric disorders-13 per cent; digestive system disorders-101/6 per cent; eye defects-71/2 per cent; ear and mastoid process disease-61/2 per cent; allergic diseases-six per cent; congenital malformations-41/6 per cent; infective and parasitic diseases-31/2 per cent; and other miscellaneous diseases and defects-161/2 per cent.

There are several aspects of total fitness, such as physical fitness, emotional fitness, mental fitness, and social fitness (which can include professional or vocational fitness). Each type of fitness will effect the other types. There are studies which show the interactions of one fitness upon the other, such as the "effects of mental, emotional, and social influences upon physical growth . . . and physical functions, such as strength, endurance, flexibility, and neuromuscular co-ordination." These studies "imply that any study of physical fitness must also include in its experimental parameters observations of mental, emotional, and social fitness." 2

Each of us is apt to be found unfit in some aspect. We may be suffering to some extent from a disease or some metabolic disorder. Even champion

<sup>&</sup>lt;sup>1</sup>Morehouse, L. E., "Physical Fitness Testing in Light of Recent Research," mimeographed.

<sup>2</sup>Ibid.

athletes have been found to be physically unfit to some extent, and when some slight organic deficiencies have been corrected, they have made further gains in performance.<sup>3</sup>

Background of Fitness Studies

The present concern about fitness is not the first time that there has been concern about this problem. As early as November 1885, a group met in Brooklyn, New York, to consider a scientific approach to the development of physical fitness. The decision was first to obtain a set of anthropometric measurements which could be considered representative of an "ideal" man (later changed to a "typical" man). A little later, a hand dynamometer was obtained from England and grip test scores were considered along with the anthropometric measurements. After much experimentation, anthropometric and hand-strength factors were considered insufficient, and other factors were included such as speed and endurance.

During the past 30 years, many tests have been devised to measure the fitness of man. A few tests have been devised to measure women. The latest test to have received nation-wide attention is the Kraus-Weber test of muscular fitness of children. Morehouse cautions: "Instead of grabbing at the first attractive test, as has been our mode of behavior in the past, we should try to use what knowledge we have in deciding our course of action."

There seems to be agreement in the literature that fitness for the activity or activities to be undertaken has to be considered. "Physical fitness for effective living does not require the same program as physical fitness for athletic participation" or for the Armed Services.

Research methods for determining the types of fitness have been numerous, particularly for physical fitness. Isolating factors and statistically combining the more important ones into batteries to predict fitness have been frequently used. Other methods have included observation of the reactions of individuals to situations, interviews, testing, and measuring. As evidenced in the literature, testing and measuring have been the methods used most in determining fitness.

The results of using tests to determine status of fitness have some limitations, some of which are given by Morehouse<sup>6</sup> as follows:

The effects of training deserve some consideration. If I fail a test and thus am unfit today, then I practice for a week and pass the test, am I really fit then? We discovered this potent question in an evaluation of the Master's step test for the Air Force. This training effect could happen in any testing program. A set training period is not the perfect answer, because of differences in rates of response to training. Some kind of a compromise is called for. If there are too many of such compromises, precision is lowered to the point where the test becomes useless.

6 Morehouse, L. E., op. cit.

<sup>\*</sup>Ibid.

<sup>&</sup>quot;Ibid.

<sup>&</sup>lt;sup>5</sup>Larson, L. A., "Defining Physical Fitness," Journal of the American Association for Health, Physical Education, and Recreation, 13, 1:20.

In general, tests of fitness for strenuous activity are quite accurate. This is because their items, of necessity being stressful, tend to override the distracting influences which plague test items of mild intensity. In tests of minimum fitness, it is impossible to obtain a high degree of accuracy. Especially is this true today when modern technological developments are making it possible for the most organically inferior human to survive quite comfortably.

Fluctuations in physical and mental growth and in personality have been found to be slightly related to seasons of the year. The conclusions of studies in fluctuations during seasons indicated that the work-year should be adjusted to seasonal rhythm with the heavy work undertaken in autumn and early winter.<sup>7</sup>

Some items of total fitness may be tested or measured by simple devices such as scales or stadiometers. For some items there are no satisfactory tests or measures available and only a skilled person's observation can be relied upon. The ability to detect fitness defects is sometimes dependent upon the familiarity of the observers with the subjects. Miller<sup>8</sup> found that in the items of physical inspection, determined by teachers and physicians, the teachers correctly reported six per cent more defects than did the physicians. Regular teachers of pupils made fewer errors in detecting defects than did the others. Teachers and physicians were found to have a higher agreement than physicians with each other.

In attempting to bring about growth in fitness, the attitudes of the teachers and the time devoted to the phases of fitness are vital factors. Patty<sup>9</sup> found the results of health learning by pupils, in a school where teachers were selected partially because of pronounced interest in pupils as children, were superior to the health learning of children in another school, in a modern building, and in a neighborhood of superior homes. He also found that pupils, in the school scheduling the most time to health education, achieved considerably more than the pupils in schools that scheduled a relatively small amount of time to the subject.

Where written tests are used to measure aspects of fitness, as for example health knowledge, ease of reading has been found to be important. Patty found words in one standardized health test to be from 28 per cent to 39 per cent easier reading than those on another test, depending upon what basis the comparison was made. He concluded that "words, other than necessary scientific terms, used in health education tests should be chosen from the vocabulary common to pupils of that degree of general educational advancement." <sup>10</sup>

<sup>&</sup>lt;sup>†</sup>Fitt, A. B. Seasonal Influence on Growth and Inheritance. London: New Zealand Council for Educational Research, Oxford Press. 1941. P. 163.

<sup>&</sup>lt;sup>6</sup>Miller, B. W., "A Critical Evaluation of the Effectiveness of the Teacher in the Physical Inspection of the Public School Children," Research Quarterly, 14, 2:131.

<sup>\*</sup>Patty, W. W., "Diagnostic Values to Teachers of Health Education Tests," The Journal of School Health, 19, 5:113-121, May 1949.

<sup>&</sup>lt;sup>16</sup>Patty, W. W., "Reading Difficulty Differences of Health Knowledge Tests," Research Quarterly, 16, 3:206.

#### WHAT WE KNOW ABOUT PHYSICAL FITNESS

The information about physical fitness will be classified into the following areas: nutrition, cardio-vascular and respiratory, muscular, sensory, skeletal, subcutaneous tissues, and teeth.

Nutrition.

There have been many studies dealing with nutrition. The basic factors, which have been accepted by the majority of research workers for judging the status of nutrition, are: height and weight for age and body build; muscle development, adipose tissue; skeletal dimensions; color of skin, mucous membrane, and teeth; appetite; digestion and elimination; gloss of hair; type of sleep; tooth formation and freedom from caries; clearness of eyes, general posture; facial expression; and general energy.

With regard to the maintenance of good nutritional status, the first consideration should be the amount of food that is needed by the body. The amount of food is usually calculated by number of calories. The daily diet standards recommended by the National Research Council for secondary-school age youth<sup>11</sup> are: 2,500 calories for 10 to 12 year olds, 2,600 calories for 13 to 15 year old girls, 2,400 calories for 16 to 20 year old girls, 3,200 calories for 13 to 15 year old boys, and 3,800 calories for 16 to 20 year old boys.

Protein has been found to be the most important of the three main classes of foods—proteins, carbohydrates, and fat. Protein seems to be a preventive as well as a curative food. Lack of protein may interfere with growth, strength, and energy.<sup>12</sup> While the necessary amount of protein is small, there should be no less than 75 grams in the diets of the secondary-school girls and not less than 85 grams in the diets for boys. Animal proteins have been found to be superior to vegetable proteins.<sup>13</sup>

Minerals and vitamins are likewise very important, as indicated by the following examples. Deficiency of amino-acids has been found to cause progressive degeneration and swelling of the eyes.<sup>14</sup> Vitamin C has been found to prevent skin diseases such as poison oak,<sup>15</sup> scurvy, and others. Calcium deficiency has been found to affect the proper development of the bones and the teeth. Calcium has also been found to have a quieting effect upon nervous people.

While most foods are beneficial to most of the people, there are some people in whom food allergies develop. Those with allergies may develop skin disorders and swelling of tissues. Allergy to peanut butter was found to produce recurrent blisters over the hands. 16 Common symptoms of food

<sup>&</sup>lt;sup>11</sup>Byrd, O. E. Health Instruction Yearbook 1946. Stanford: Stanford University Press. 1946.
P. 60

<sup>18/</sup>bid., p. 62.

<sup>13/</sup>bid., p. 62. 13/bid., p. 63.

<sup>&</sup>lt;sup>18</sup>Byrd, O. E. Health Instruction Yearbook 1948. Stanford: Stanford University Press. 1948.
P. 36

P. 81.
 Byrd, O. E. Health Instruction Yearbook 1951. Stanford: Stanford Univ. Press, 1951. P. 29.

allergy are blisters on the mouth and lips, swelling of the throat and mouth tissues, canker sores, diarrhea, vomiting, intestinal discomfort, and others. 17 Elimination of foods causing the allergy results in the disappearance of the disorders.

The time for eating the proper amount and kind of food has been studied with some interesting results. Tuttle and others have studied the effect on adults of omitting breakfast. 18 Omission of breakfast increased tremors, seemed to cause reduced work output, and caused fatigue reactions. Study on types of breakfasts indicated that a 600-calorie breakfast consisting of fruit, breakfast cereal, milk, sugar, toast, and butter increased work-output in 80 per cent of the cases. 19 It has also been found that children grow better and improve in school attendance when they have an adequate meal at noon.20, 21

In an article in a popular magazine, the nutrition of teenagers is discussed. Studies on the status of nutrition in various parts of the country are reviewed. The facts revealed include:22 in some states, only a fifth to a fourth of the teenage boys and girls were getting the National Research Council recommended diet; children from poor families were often better nourished than their classmates from a higher economic group; doctors reported birth complications resulting from teenage malnutrition; teenagers tended to ignore a well-balanced meal in the school lunchroom and to flock to nearby snack bars or stores; and teenagers tended to drink cola drinks instead of milk.

Experiments at the University of Michigan have shown conclusively that overweight people do not utilize food in a better way than do normal or underweight people. Glands may make a person listless, or may cause particular distribution of the fat, but there seems to be no evidence that glands cause overweight. Factors influencing overweight seem to be temperament, eating habits, social life, and activity.23 A safe reducing diet should be low in calories, low in fat, low in carbonhydrates, fairly high in protein, adequate in water, minerals, and vitamins, and ample in bulk.24 According to Wetzel, "healthy progress prefers development along a channel of given body type, on an age schedule or time table of progress specific for the subject, and with preservation of that subject's natural physique."25

<sup>&</sup>lt;sup>18</sup>Tuttle, W. W., and others, "Effect of Omitting Breakfast on the Physiologic Response of Men," Journal of the American Dietetic Association, 26, 5:332-335.

<sup>&</sup>lt;sup>19</sup>Tuttle, W. W., and others, "Effect of Various Types of Breakfasts on Physiologic Response," Journal of the American Dietetic Association, 26, 7:503-509.

<sup>20</sup> Fleming, R. M. A Study of Growth and Development: "Observation in Successive Years of Children." London: Medical Research Council, A. M. Stationary Office. 1933.

<sup>21</sup> Dries, T. A., "America's Abundance for School Lunches," Journal of Health and Physical Education, 13, 3:145.

<sup>&</sup>lt;sup>23</sup>Axelwood, M., "Our Starving Teen-Agers," Reader's Digest, December 1955, pp. 29-32.
<sup>23</sup>Hathaway, V. "Overweight?" Today's Health, 31:40-41, 67, June 1953.

<sup>24</sup> Millman, M., "How Safe Are Reducing Diets?" Today's Health, 31, 27:53-58, October 1953. 25Wetzel, Norman C., Instruction Manual in the Use of the Grid for Evaluating Physique Fitness. Cleveland: N.E.A. Service, Inc. 1941. P. 3.

Appraisal of growth and development of stature by the Wetzel Grid has been used in a number of studies. The Wetzel Grid findings have been found to parallel medical and dietary observations though it was found also not to be consistent in detecting nutritional deviations.26 Rousey found that growth successes as classified by the Grid are significantly superior in performance ability to those classified as growth failures. He concluded that, generally, children who are growth failures should not be held for the superior performances of the growth success children.27 Rains found there was a greater percentage of growth failures among secondaryschool varsity athletes than among non-athletes.28 Football players had a higher incidence of growth failures than did basketball players. He concluded that the growth of athletes is inferior to the growth of non-athletes in the same schools. Also, he concluded that the athletes "who are classified in the upper larger developmental level-physique classifications are more susceptible to growth retardation through participation in vigorous athletic activities than those subjects who were classified in the smaller growth categories."29

Cardio-Vascular and Respiratory Fitness

According to Larson,30 there is sufficient physiological evidence available to show that the physically fit individual, with respect to circulatoryrespiration function, has a larger minute volume, slower pulse rate, lower blood pressures, larger surface area in the lungs, a larger number of red corpuscles and hemoglobin, and a greater buffering capacity of blood and muscle.

Heart disease is the leading cause of mortality in the nation. However, there is a low rate of incidence of death from heart disease in the age group below 45, due chiefly to the decline in mortality from rheumatic heart disease.31

Cureton has experimented a great deal with circulatory-respiratory tests but the research has been mainly on college-age men or older men. In his review of research32 on circulatory-respiratory fitness several facts were brought out, such as:

1. The pulse rate tends to be slower in the athlete or trained person than in the non-athlete or untrained man.

2. The stroke volume is larger during rest and during exercise in a trained man than in an untrained man.

<sup>26</sup> Wheatley, G. M., and T. E. Shaffer, "School Health Services," Review of Educational Research, 19, 5:423, December 1949

<sup>27</sup> Rousey, M. A., The Physical Performance of Secondary-School Boyo Classified by the Grid Technique, Doctoral Dissertation, Indiana University, Bloomington, Indiana, 1949, p. 90, typed.

<sup>2&</sup>quot;Rains, D. D., Growth of Athletes and Non-Athletes in Selected Secondary Schools as Assessed by the Grid Technique, Doctoral Dissertation, Indiana University, Bloomington, Indiana, 1981, p. 185, typed.

<sup>#0/</sup>bid., p. 159.

Larson, L. A., op. cit., p. 19.
 Byrd, O. E. Health Instruction Yearbook 1947. Stanford: Stanford University Press. 1947.

<sup>\*\*</sup>Cureton, T.K., and others. Physical Fitness Appraisal and Guidance. St. Louis: C. V. Mosby Co. Pp. 161-332.

3. Exercise must be relatively strenuous to give reliable results in determining the ratios of the pulse rates before and after exercise.

4. In the fit person, there is a quick recovery of the pulse rate.

5. Pulse rate recuperation tests are of little value in predicting all-out performances.

6. Sleep helps to normalize blood pressures.

Dawson<sup>33</sup> states that slow heart beats are especially common among endurance athletes. He has found 60 to 66 not uncommon and below 50 occasionally. Weight lifters are apt to have rapid pulses. Dawson also indicates that, when tests are given which involve forced exhalation and holding that condition, the pulse rate rises. Fainting may occur during this type of test.

The slow heart beat is an advantage to the fit and trained person because the heart can rest between beats and be supplied with oxygen and food by the blood.<sup>34</sup> The rest for the heart will amount to 18 more days of rest in a year when the heart beats 60 times a minute as compared to the heart beating 80 times a minute.<sup>35</sup> Endurance activities such as distance running develop the slow-beating heart.

Steinhaus and others have concluded that exercise will not hurt the *normal* heart in a young person.<sup>36</sup> However, an injured or diseased heart may be injured further by strenuous exercise or inappropriate exercise.

While school attendance is not a good measure of the health of children, it has been found to parallel incidence of respiratory infections. Respiratory infections, colds, and sore throat cause ten times as much loss of school work and general impairment of health as do other communicable diseases.<sup>37</sup>

An experiment was conducted in the Kansas City schools on ways to reduce respiratory infections. The conclusion was finally made that dust was the greatest cause of such infections. When dust was controlled, there was a decrease of incidence of absence from school due to respiratory infections. <sup>38</sup>

Breath-holding has been considered a means of measuring physical fitness and potential endurance.<sup>39</sup> In the review of the research on respiratory fitness as given by Cureton<sup>40</sup> the following facts seem apparent:

1. Lung capacity tends to vary with flexibility and strength of chest muscles.

2. Lung capacity increases with training.

3. Persons with low lung capacity need a good medical examination.

<sup>&</sup>lt;sup>39</sup>Dawson, P. M., "Studies and Measures of Physical Fitness," Journal of Health and Physical Education, 13, 8:446, 447.

<sup>&</sup>lt;sup>34</sup>Steinhaus, Arthur H., and others. How To Keep Fit and Like It. Chicago: Consolidated Book Publishings. 1943. P. 13.

ss [bid.

selbid.

<sup>&</sup>lt;sup>87</sup>Sprock, B., "After the School Health Examination—What?" Progressive Education, 17:47, 1940.
<sup>88</sup>Personal conference with Dr. Pattric Ruth O'Keefe.

<sup>&</sup>lt;sup>20</sup>McCloy, C. H., and N. D. Young. Tests and Measurements in Health and Physical Education, New York: Appleton-Century-Crofts, Inc., 1954.

<sup>40</sup>Cureton, T. K., op. cit., pp. 334-354

4. A 20 per cent decrease in measurement of lung capacity is a fairly reliable index of lesions in the lungs of patients with tuberculosis.

5. Pneumonia and influenza lower lung capacity slightly.

6. The value of lung capacity in indicating states of fitness is not agreed upon. A few studies indicate that measurement of the post-exercise decrease in lung capacity is a more valid measure of fitness than resting lung capacity. It has been found to reflect the condition of a trained man.

7. Lung capacity can be increased by swimming, deep breathing exercises, and

by chest stretching.

8. Freshmen in college were found to vary from 0 to 34 seconds in breath holding. The time of 31 to 34 seconds was rated as excellent.

Some underweight persons have been found to have little resistance to respiratory ailments such as tuberculosis, colds, and influenza. Some overweight people also tend to be subject to similar ailments which are partly due to less than normal body activity and to more tissue than normal in the nasal passages.

Vigorous activities such as games, competitive athletics, and vigorous games of the dance often "drive the individual into 'second wind.' The consequent changes in structures and function of the heart and lungs account for the improvement in cardio-respiratory endurance."41

#### Muscular Fitness

A great deal of research has been done on motor fitness. Bookwalter<sup>42</sup> found the six most important factors (as evidenced in factoral analysis studies for both high school and college boys), related to success in physical performance in physical education activities, to be: strength, velocity, dead weight, motor educability, height, and endurance. Other factors chosen in the criterion of motor fitness for men were power and agility. Cureton<sup>43</sup> selected balance, flexibility, agility, strength, power, and endurance as factors of motor fitness for men when devising his motor fitness test. In developing a general motor ability test for girls, Scott considered the factors of balance and weight control, eye-hand co-ordination, strength, agility, and speed.<sup>44</sup>

Some of the measures available in the literature propose to measure general motor ability and general motor capacity. These have not been found to be useful in measuring motor learning, but they do reflect the ability of a person to use his body. There has been an indication that there are different types of motor learning and that "motor learning of the 'sport-type' skills is dependent to a considerable extent upon physical fitness expressed in terms of strength, speed, agility, and power." 45

<sup>&</sup>lt;sup>41</sup>Steinhaus, A., "Fitness — A Definition and a Guide to Its Attainment," Journal of Health, Physical Education, and Recreation, 16, 4:175, April 1955.
<sup>42</sup>Bookwalter, K. W., and C. W. Bookwalter, A Measure of Motor Fitness for College Men,

<sup>&</sup>lt;sup>42</sup>Bookwalter, K. W., and C. W. Bookwalter, A Measure of Motor Fitness for College Men Bulletin of the School of Education, Indiana University, Vol. 19, No. 2, March 1943, 26 pp.

 <sup>&</sup>lt;sup>43</sup>Cureton, T. K., op. cit., p. 392.
 <sup>44</sup>Scott, G., and French, Evaluation in Physical Education. St. Louis: C. V. Mosby Co. 1950.

<sup>45</sup>Brace, D. K., "Studies in Motor Learning of Gross Body Motor Skills," Research Quarterly, 17, 4:242-253, December 1946.

Espenschade<sup>46</sup> found that the abilities of the individuals to use their own bodies vary from childhood to maturity. Boys were found to increase in ability to perform events of all classes of motor ability. The rate of increase is greater between 14 and 17 years of age than before. The rate of increase is also greater in "agility" than in "control" events. In events involving "dynamic balance" and "control," there seemed to be a lack of increase between 13 and 17 years of age. Girls were found to improve in "agility" up to 14 years of age and then to decline. Loss in agility seemed to be due to lack of interest rather than to lack of capacity. After 13.8 years of age, boys were found to excel in all events. Their superiority increased rapidly at each successive age level. The greatest difference between the sexes was in agility.

During World War II, there was much interest in devising tests which would measure physical fitness. Many of these tests included items which involved the strength, co-ordination, and general conditions of muscles. Cousins<sup>47</sup> analyzed 31 selected wartime fitness test items representing nine test batteries, including the tests given by the Army and the Navy. He identified four factors—arm extensor endurance, power of leg extensors, hip extensors, and thigh flexors. On the basis of these factors, he recommended a four-item battery composed of the 75-yard dash, 16-pound shot-put, standing broad jump, and dips; the scores should be placed in a weighted equation as indicated in his study. He found strength to be a significant factor in agility performance and hip extension to be highly related to dashes.

In his studies of motor performance of 3,000 Cleveland children, ages 6 to 18, Anderson<sup>48</sup> found that girls were superior to boys only in fine coordination such as in aiming. His findings agreed with those of Espenschade on the superiority of boys on all other phases of motor ability and this superiority became more pronounced in adolescence.

Hupprich and Sigerseth<sup>49</sup> reported a consistent decrease in flexibility of the shoulder, knee, and hip joints in girls from 6 to 18 years of age. From further studies of flexibility in girls, they concluded that flexibility in girls was a function of specific factors, not a general factor.

Six items appraising strength and flexibility of trunk and leg muscles were administered to approximately four thousand American children and three thousand European children. Incidence of failures was found to be from 33 to 36 per cent greater for the American children in flexibility and strength. No analysis was made of the differences between sexes.<sup>50</sup>

<sup>&</sup>lt;sup>46</sup>Espenschade, A. "Development of Motor Co-ordination in Boys and Girls," Research Quarterly, 18, 1:30-43, March 1947.

<sup>45</sup> Cousins, G. F., "A Factor Analysis of Selected Wartime Fitness Tests," Research Quarterly, 26, 3:277-288, October 1956.

<sup>48</sup>Bayley, N., and A. Espenschade, "Motor Development and Decline," Review of Educational Research, 20, 5:368, Decembr 1950.

<sup>\*</sup>Hupprich, F. L., and P. O. Sigerseth, "The Specificity of Flexibility in Girls," Research Quarterly, 21, 1:25-33, March 1950.

<sup>&</sup>lt;sup>50</sup>Kraus, H., and R. Hirschland, "Minimum Muscular Fitness Tests in School Children," Research Quarterly, 25 2:178-188, May 1954.

The same test items were administered to 1,456 elementary-school children in an average city in the middle-west area of the United States by different investigators. The Girls were found to be superior to boys at all age levels on the total score because of superiority in flexibility. There were no upper-back or lower-back failures for either boys or girls from 10 to 12 years of age. For both sexes, flexibility decreased with age and was more pronounced from 10 to 12 years of age; by the time the children reached 11 years of age the percentage of failure in strength was less than at any previous age; and boys were superior to girls in strength at all ages.

Specific items frequently used for measuring the ability to use muscles in different parts of the body are: push-ups and pull-ups for the shoulder girdle and arm muscles; sit-ups, chest raising (from front-lying position); trunk bending for the trunk muscles; and vertical jump and broad jump for the leg and foot muscles. Items frequently used to measure co-ordination, power, and speed of movement include activities using different parts of the body and which are timed for performance and measured for distances.

In measuring the two sexes for muscular fitness, most of the items may be administered in the same way. An exception is made in measuring the shoulder girdle and arm strength by means of the push-ups and pull-ups.<sup>52</sup> The average high-school girl cannot perform floor push-ups from a toe-support position with success relative to success in the use of other parts of the body. However, girls can have success in push-ups from a knee-support position or from a toe-support if the body is inclined from a bench-support position. There is a similar situation in the case of pull-ups. The average high-school girl is not able to perform pull-ups on a high bar with success relative to other item performances. Adjustments are usually made so that the girls may have their feet on the floor with the body in an inclined position.

Strength of muscles is lost through inactivity. Lack of exercise of a muscle will result in atrophy as in the case of paralysis. The size of the muscle does not indicate capacity for strength, but it does aid in the evaluation of nutrition. The overload principle must be applied when developing muscle groups. This may be done through such means as restrictive devices, weights, or more vigorous exercises.

While strength naturally increases through adolescence, there are individual variations in capacity for exercise.<sup>53</sup> Even young persons may react unfavorably to exercise and give evidence of distress by exhaustion, emotional depression, or breathlessness.<sup>54</sup> This does not mean that individuals

<sup>&</sup>lt;sup>51</sup>Phillips, M., and others, "Analysis of Results from the Kraus-Weber Test of Minimum Muscular Fitness in Children," Research Quarterly, 26, 3:314-323, October 1955.

<sup>&</sup>lt;sup>63</sup>Clark, H. H. Application of Measurement in Health and Physical Education. New York: Prentice Hall, Inc. P. 156.

<sup>&</sup>lt;sup>43</sup>Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association, "The Role of Exercise in Physical Fitness," Journal of Health and Physical Education, 14, 6:299, 300.

should never have the experience of "second wind," a physiological adjustment to continued exercise. There is a difference between "second wind" and exhaustion. Exhaustion is to be avoided whenever possible.

Vigorous exercise may be taken at any time during the day. "Evidence as to the effect of exercise on digestion indicates that great physical exertion does not necessarily interfere significantly with digestion, though strong emotion may do so even when unaccompanied by exercise. Laborers and farmers customarily work hard immediately after meals. On the other hand, coaches seldom permit athletes to eat heavily before competition involving emotional strain." 55

#### Sensory Fitness

For the purpose of this publication, only the eyes and ears are included in sensory fitness. Eyes may be tested by a number of measurements and tests. There are tests for visual acuity, muscular imbalance, color perception, depth perception, fusion, and peripheral vision. Physical educators, recreation leaders, coaches, and driver educators desire that their students have normal reading vision and good peripheral vision. Peripheral vision is particularly helpful in avoiding accidents from moving objects.

It has been estimated that between three and four children in every typical elementary-school classroom are in need of ocular attention. Also, many of the other children have impaired vision. (Estimates have ranged from 17 to 59 per cent.) <sup>56</sup>

It has been estimated that five out of nine cases of blindness are caused by diseases and one case out of six caused by accidents. Examples of the infectious diseases which most often affect vision are: measles, mumps, smallpox, and tuberculosis. Children with severe loss of vision tend to have less vigor and be less active than children with normal sight.<sup>57</sup>

It has been estimated that about six to ten per cent of the population in the country are hard of hearing.<sup>58</sup> Approximately 50 per cent of the cases of impaired hearing can be prevented or arrested if medical attention is given early. A general medical examination with a good follow-up program will help to reduce the incidence of impaired hearing.<sup>59</sup> Loss of hearing may be caused by infectious diseases such as colds, measles, small-pox, and the like. There has been evidence of relationship between juvenile delinquency and impaired hearing.<sup>60</sup>

### Skeletal Fitness

A number of studies have been made relative to classified body builds and performance. Seltzer<sup>61</sup> experimented with the treadmill, step, and

<sup>55</sup> Ibid.

<sup>\*\*</sup>Fouracre, M. H., and S. Crayton. "Physically Handicapped," Encyclopedia of Educational Research. New York: Macmillan Co., 1950. P. 843.

<sup>57</sup> Ibid.

nsIbid.

selbid.

colhid.

<sup>\*1</sup>Seltzer, C. C., "Anthropometric Characteristics and Physical Fitness," Research Quarterly, 17, 1:10-20, March 1946.

pack tests on college students in varying states of physical conditioning. At the beginning of the training period, there was an indication that extremely short-statured, short-legged persons tended to run lower physical fitness scores, but, at the end of the period, there was a tendency for them to run higher fitness scores than the other groups. The differences between the groups were so insignificant that the author concluded absolute stature and leg length do not affect physical fitness indices as measured by the three tests.

Bookwalter<sup>62</sup> found that shape and size of boys (grades 4 to 8) seemed to influence physical performance as measured by the Indiana Physical Fitness Test. He concluded that the very obese boys, as classified by the Wetzel Grid, were the poorest performers and that the thin and medium in physique, who were very large as to developmental level, performed equally well physically.

Sills and Everett<sup>63</sup> classified 43 university students into somatotype groups (endomorphy—roundness and softness of body, no muscle relief; mesomorphy—large bones, heavy musculature, broad shoulders and broad hips; and ectomorphy—linearity and delicacy of body, narrow shoulders lacking muscular relief, and long fingers and toes). He found that mesomorphs were stronger and superior in agility, speed, and endurance to the other two groups.

Perbix<sup>64</sup> found that in women there was no relationship between somatotype and trunk extension scores. There were significant relationships between mesomorphy and knee push-ups and médicine-ball put.

Clarke<sup>65</sup> reported that body height adds significantly to a college man's ability to score well on arm-strength measures. In general, fairly high correlations were found between anthropometric measurements and strength tests in his study.

The fitness of the skeleton is dependent upon the straightness, hardness, and freedom from injury. Ricketts will cause malformation of the bones. Over-development of certain groups of muscles may result in the malformation of bones, also.

The spine is especially susceptible to twisting by lack of balance of the pull of the muscles. Sometimes malformations of the spine may be caused by disease which destroys the intervertebral discs. One of the most common causes of low back pain is disc degeneration.<sup>68</sup>

<sup>62</sup>Bookwalter, K. W., and others, "The Relationship of Body Size and Shape to Physical Performance," Research Quarterly, 23, 3:271-279.

<sup>&</sup>lt;sup>43</sup>Sills, F. D., and P. W. Everett, "The Relationship of Extreme Somatotypes to Performance in Motor and Strength Tests," *Research Quarterly*, 24, 2:223-228, May 1953. *Quarterly*, 25, 1:84-90, March 1954.

<sup>\*</sup>Perbix, J. A., "Relationship Between Somatotype and Motor Fitness in Women," Research Quarterly, 25, 1:84-90, March 1954.

<sup>65</sup>Clarke, H. H., "Relationship of Strength and Anthropometric Measures to Various Arm Strength Criteria," Research Quarterly, 25, 2:134-143, May 1954.

<sup>\*&</sup>quot;Harris, R. I. and Ian MacNab, "Structural Changes in the Lumber Intervertebral Discs," Journal of Bone and Joint Surgery, 36 B:B, May 1954.

The posture of an individual is dependent upon the condition of the bones, muscles, and emotional states. It is possible to attain and maintain good posture if one is of normal skeletal and musculature condition.

In a study of 1,708 elementary children by Klein and Thomas, at least 80 per cent of the children in each age had poor posture. They found that the thin type child had the largest percentage of poor posture. Good posture once acquired was maintained over a two-year period. Improvement in body mechanics was associated with improvement in health, efficiency, and improved school marks. Also, they found that about four fifths of the children had pronated feet. This condition was found to be more frequent among the thin type children and less frequent among well-nourished children.

#### Teeth

The fitness of teeth is indicated by the formation, the color, and the number of caries. There have been a number of experiments with drinking water and minerals, or chemical compounds. Fluoride has been found to be of help in reducing the incidence of dental caries in the teeth. Tooth decay has been found to be reduced by more than half by fluoridation of water. 68

There is no agreement in the literature as to whether the incidence of dental caries is influenced by nutrition. Children 10 to 18 years of age and living in Naples, Italy, were examined for dental caries. The incidence of caries was less than one half of that of children of the same age in the United States, 69 McCoy and Will<sup>70</sup> experimented with suspension of human teeth in cola beverage or its equivalent in sucrose-phosphoric acid. The teeth gradually lost calcium in the course of two weeks. The buffer capacity of the human mouth was found to differ widely in the ability to combat cola beverages. Even after a half-minute exposure, some mouths cannot buffer the solution to a high enough pH to prevent tooth enamel erosion.

There are norms available in the literature for growth and development, maturation of bones, individual athletic events, sports, sports skills, physical fitness tests, motor ability, and for strength for various parts of the body. Some of the norms of school-age students are classified for ability and height and weight and age. Chronological age after 17 seems to have little relationship to performance in physical activities.

# Effects of Good Physical Fitness

A study of childhood through adolescence was made of ten strong physical specimens of boys and ten weaker boys.<sup>71</sup> At the end of adolescence,

<sup>&</sup>lt;sup>67</sup>Klein, A., and L. C. Thomas, Posture and Physical Fitness, U. S. Department of Labor. Washington, D. C.: Government Printing Offica. 1931. 43 pp.
<sup>68</sup> "Can We End Our Toothachese" U. S. News and World Report, December 9, 1955, pp. 30-32.

<sup>60&</sup>quot;Can We End Our Toothachem?" U. S. News and World Report, December 9, 1955, pp. 30-32.
60 Jensen, K., "Physical Growth and Physiological Aspects of Development," Review of Educational Research, 20, 5:398, December 1950.

<sup>&</sup>lt;sup>10</sup>McCoy, C. M., and L. C. Will, "Erosion of Molar Teeth by Acid Beverages," Journal of Nutrition, 39:3, November 1949.

<sup>&</sup>lt;sup>11</sup>Jones, H. E., "Physical Ability as a Factor in Social Adjustment in Adolescence," Journal of Educational Research, 40:287-301, 1946.

the stronger boys were rated superior to the weaker boys in physical strength, size, early maturity, proficiency in athletics, high popularity, social prestige, and good emotional adjustment. The weaker boys tended to be frail in physique, late in maturity, poor in health, to have social difficulties, lack of status in social group, feelings of inferiority in general, and a personal maladjustment.

#### WHAT WE KNOW ABOUT EMOTIONAL FITNESS

The average person has had more interest and understanding of emotional illness during the past twenty-five years. Much literature on general emotional health is available to the reader. Communities are now organizing groups to discuss and work with community problems of emotional health. Increasing attention is being paid to the school opportunities for effective emotional guidance of children.

With the exception of parents, teachers are in a position to do more than any other single group in preventing behavior disorders of adolescents. What adolescents learn will depend a great deal upon their environment and how they adjust. Following are the common situations to which adjustments were found to be needed: motivation, frustration and conflict, emotional tension, and effects of actions.<sup>72</sup> Basic to the way a person adjusts is the amount of anxiety he has concerning the situation that bothers him.

The fundamental concepts, as to what produces positive emotional health, deal with security and trust, acceptance, provision for individual differences, knowledge of interaction of causes, balance between freedom and control, stability of religion, knowledge of bodily changes, and general adequacy to meet life's problems.<sup>73</sup>

Evidence of Maladjustment

In 1950, there was an estimated one million youth who came to the attention of police for misbehaving. The misbehaving included such activities as persistent truancy, running away, drinking, use of drugs, sex offenses, automobile theft, burglary, larceny, robbery, and petty thefts.<sup>74</sup>

It has been estimated that there are approximately 750,000 patients in Federal, state, municipal, county, and private mental institutions<sup>75</sup> and that there are many others who are emotionally ill but who are not hospitalized. Some of these people are in prisons, others are trying to adjust to society. It has been estimated that one out of every 22 persons spends part of his life in a mental hospital.<sup>76</sup> During World War II, approximately eight per cent of the rejections for service were mentally or emotionally defective and over one third of the men discharged from service before V-E Day were neuropsychiatric cases.<sup>77</sup>

<sup>&</sup>lt;sup>78</sup>National Society for the Study of Education. Mental Health in Modern Education, Fifty-fourth Yearbook. Chicago: University of Chicago Press. 1985. Pp. 59-81.
<sup>78</sup>Ibid., pp. 101-105.

<sup>74</sup> Ibid., p. 227.

<sup>18</sup> Ibid., p. 12.

<sup>&</sup>lt;sup>16</sup>Thorman, George, Toward Mental Health, Public Affairs Pamphlet, No. 120, 1946, p. 22.
<sup>17</sup>Ibid., p. 12.

# Causes of Emotional Problems

The period of adolescence has been called the period of great emotional stress. However, the emotional changes in adolescence have been found to be merely modifications of those emotions present at the beginning of puberty. Differences between individuals are great because the casual factors are very different. Causes of adolescent emotional stress are doubt of own parentage, suspicion of being deceived, shame, loneliness, homesickness, changes in religious beliefs, restrictions different from those imposed upon peers, sex status, undisciplined impulses, menstruation, changes in body, and general inadequacy for meeting the problems of life. In a study of emotionally disturbed and anti-social children, Strange found that the most frequently recurring factors were disturbances in the home background and inability to wait for desires to be gratified.

The Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association<sup>81</sup> compiled examples of the most common emotional situations observed in the classrooms and on the playgrounds. Suggestions are given for possible solutions to the emotional problems caused by these situations.

#### Results of Emotional Maladjustments

Emotional disturbances may have different effects upon people. In case of minor emotional disturbances, the results may be hysteria, nervous indigestion, stomach ulcers, neurosis, moodiness, irritability, putting off decisions, refusing to assume responsibility, "drowning" troubles by imbibing alcoholic drinks, and torturing others mentally and physically. Where there are major emotional disturbances, there are apt to be mental illnesses resulting. These illnesses are indicated in the following material on mental fitness.

# Meeting Emotional Needs of Youth

Layman (46:190) states that juvenile delinquency experts have found that availability of broad programs of supervised physical education and recreation activities is related to reduced incidence of delinquency. Such programs should not only be for the delinquent but also for the normal adolescent to develop characteristics such as co-operation, loyalty, courtesy, fairness, and tolerance. The following practices were found to be of value for such development: stress values other than winning, call attention to co-operation and fair play, and use students leadership. (46:267).

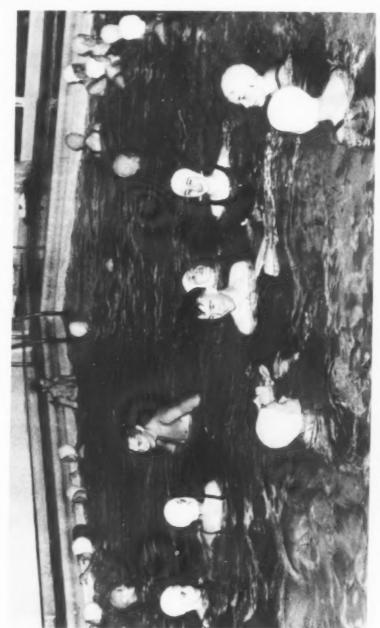
Development of desirable attitudes may frequently prevent failures and resulting emotional disturbances. Carr<sup>82</sup> found that attitudes were

<sup>7°</sup>Archer, C. P., "Emotional Maturation," Encyclopedia of Educational Research. New York: Macmillan Co. P. 1163.

<sup>\*\*</sup>Strang, R., "Techniques and Instruments for Improvement of Mental Health," Review of Educational Research, 19, 5:386, December 1949.

<sup>&</sup>quot;Mental Hygiene in the Classroom. Chicago: American Medical Association. 71 pp.

<sup>\*\*</sup>Carr, Martha. Relationship Between Success in Physical Education and Selected Attitudes Expressed by High-School Girls. Doctoral Dissertation, Indiana University, Bloomington, Indiana, 1944.



Boys and girls enjoy co-recreational swimming-a basic skill all youth should possess.



Secondary-school boys need opportunities to test strength of the shoulder girdle.

important in determining success in physical education. She concluded: "Students who are handicapped by poor attitudes should be given help early in the year if they are to reach their optimum success."83

Levhe84 found that the majority of the women physical education supervisors and teachers contacted by her were of the opinion that the negative outcomes of competition for girls were: the desire to win predominates playing for fun, many individuals get an exaggerated idea of the values of their skills, the emotionalism which accompanies varsity competition is difficult to control, and the excitement of the spectators creates an emotional strain for the players.

#### WHAT WE KNOW ABOUT MENTAL FITNESS

Measurements of intelligence show no significant differences between the two sexes, though there is a tendency for the differences in scores on parts of intelligence tests. Girls and women tend to be superior in verbal tasks; men and boys tend to be superior in arithmetical and mathematical tasks. In high school, girls tend to get higher marks in language and art. Boys tend to be superior in mechanics, mathematics, science, and history.

The I.Q. has been used frequently to segregate children according to mental ability. However, the I.Q. does not allow for differences in home background, physical condition, emotional state, and existence of special

abilities.

### Causes of Mental Breakdown

Some of the mental breakdowns are caused by our present-day society with high competition. Competition brings about hostility, feeling of inferiority, frustration, dissatisfaction, and anxiety. Emotional problems

may develop into mental illnesses.

In 1951, there were 106,907 first admissions of patients with psychoses in mental institutions. This number did not include psychoneurosis. The greatest number of cases was for dementia-praecox. Next in order by frequency were: cerebral arterio-sclerosis, senility, manic-depressive, alcoholism, and general paresis.

## Mental Fitness in the School

Because of the number of children who are retarded in one or more mental functions or in school subjects, there is a necessary adaptation of the school curriculum to the child's functional level. On the basis of I.Q., educators tend to follow the standards of the Binet mental age, 10 years, 6 months, as the upper limit for the mentally defective group. The I.Q.'s of 60 to 70 are reported as the dividing line between feeble-minded and borderline groups85

<sup>84</sup> Leyhe, Naomi. Attitudes of Women Members of the American Association for Health, Physical Education, and Recreation Toward Competition in Sports for Girls and Women. Doctoral Dissertation, School of Health, Physical Education, and Recreation, Indiana University, Bloomington, Indiana, 1955. p. 222.

<sup>\*\*</sup> Mental Defectives," Encyclopedia of Educational Research. New York: Macmillan Co. P.

Generally, all immediate sensory and motor experiences belong to the lower realm of mental processes, but they serve as a basis for the higher level. Higher mental processes include reasoning, judgment, knowledge, remembering, and general mastery of complex or difficult material. Judgment is considered to be the most important form of the higher mental processes.

Michaud found that the realistic responses tend to diminish and rational responses to increase in children nine to fourteen.<sup>86</sup> Vernon found that general intelligence tends to increase rapidly and to a later age among boys who continued in school to the age of seventeen.<sup>87</sup>

# WHAT WE KNOW ABOUT SOCIAL FITNESS

The early adolescent has many problems relative to his feeling "grown up" and to his status in society. His clothing resembles that for adults more than that for children. Tickets for movies and for transportation are adult prices, however, the under-sixteen may not drive a car. Opportunities for earning money are very limited, and yet there are increasing needs and increasing desires for things that money will buy. There is little that the adolescent can do except go to school. The junior high-school student, particularly, feels a lack of something to do and a lack of a place in society.

Differences between sexes in growth cause many complications such as differing recreational interests and differing standards of social behavior. Also, interests in vocations may differ according to the desire to marry and set up a home. Fitzgerald<sup>88</sup> found that girls were more interested than boys in organized leisure activities outside of school.

# Social Fitness in the School

The modern physical education class can substitute remarkably well for the natural social group. It can offer opportunities for working with people, for developing leadership, for making quick judgments, for assuming responsibilities, and for developing social sensitivity. Walters found that groups in bowling were more closely integrated socially as a result of their acquaintance and group participation. The motivated group was more closely knit than was the non-motivated group. Also, she found that the better performer was a better accepted member of the group than the poor performer.

Participation in extracurricular activities was found to promote social adjustment. Also, it was found that social maladjustment could be caused by non-participation. However, boys may be handicapped socially by lack of muscular strength to perform accepted activities.<sup>90</sup>

<sup>\*\*</sup>Bendrickson, Gordon, "Mental Development During the Pre-adolescent and Adolescent Periods," Review of Educational Research, 20, 5:352, December 1950.

<sup>\*\*</sup>Ibid., p. 354.
\*\*Fitzgerald, G. B., "Education for Leisure," Review of Educational Research, 20, 4:295, October 1980.

<sup>\*\*</sup>Walters, C. E., "A Sociometric Study of Motivated and Non-Motivated Bowling Groups,"

\*Research Quarterly, 26, 1:107-112, March 1955.

\*\*Phid.\*\*

McCraw<sup>81</sup> found that the relationship between sociometric status and athletic ability was moderately high and that participation in interschool and intramural athletics was a predominant factor in affecting the choices of the best liked individuals. He concluded that encouraging athletic participation by all boys will help greatly to improve the individual social status.

Kistler92 studied the attitudes of 300 university men to obtain information on their attitudes of behavior in specific situations in sports. The results indicated that experience in athletics as now conducted apparently makes for poorer standards of sportsmanship than is desired. The outstanding findings were: 33 per cent approved of a deliberate deception to gain an advantage, believed in "pressuring" the official for what could be gotten out of him, and thought that it was all right to prevent an opponent from performing at his best if it could be done within the letter of the rules; 50 per cent approved of violation of rules and "putting it up to the official"; 60 per cent approved of breaking rules if there was a chance that one might profit by doing so; and 75 per cent thought that it was part of the game to upset one's opponent. He concluded that it would appear important to stress consideration of the responsibility to the officials of the games; stress the game, the contest, the thrill inherent in playing an opponent when he is at his best; and plan a positive approach to sportsmanship education.

There seems to be agreement among the psychologists that athletics are effective in contributing to the social development of the individual, particularly in such social factors as leadership, co-operation, self-control, and consideration of others. (Layman 46:190) Smith and Nystrom found that there was a rather high relationship between athletic ability and outstanding leadership.<sup>93</sup>

# Affectiveness of the Programs in Health and Physical Education for Boys

Bookwalter and others<sup>84</sup> surveyed 2,648 schools in 25 states using the random sample technique within the states and applying the LaPorte Score Card No. II with the interview survey method. All but one item on the score card was found to discriminate between the superior and inferior rated schools. Schools were found to be less than 30 per cent effective in the total programs of health and physical education nationally, Remedial work and swimming were the two lowest of the ten areas of the program. The physical education activity program was the next lowest. The organization policies and athletic program were the two highest areas in that order. Sound athletic programs were found to be associated with

\*Smith, M., and W. C. Nystrom, "A Study of Social Participation and of Leisure Time of Leaders and Non-Leaders," Journal of Applied Psychology, 21:251-259, 1947.

<sup>\*\*</sup>McCraw, L. W., Sociometric Status and Athletic Ability, April 1982, 4 pp., mimeorgraphed.
\*\*2Kistler, Joy, What We Know About the Attitudes Which People Hold Regarding Behavior in Specific Situations Occurring in Sports. 6 pp., mimeographed.

<sup>\*\*</sup>Bookwalter, K. W., National Survey of Health and Physical Education in High Schools. 1950-1954. Mimeographed.

good total programs. It was found that the order of success in attainment of items in the score card ranked as follows: those items required by the state athletic association, those items required by regional accrediting associations, and those items required by the state departments of education. All of these items were more successfully attained than those not required by any agency.

Conclusions were made as to what the teachers could do to improve the

status of the health and physical education programs, such as:

Properly balance the program, for example, among gymnastics, rhythmics, and sports.
 Place a yearly program for each grade in the office of the principal and post

plans on the bulletin board to implement the program.

3. Provide continuous supervision of the use of the locker rooms.

4. Keep supplies in proper condition.

5. Properly classify pupils within classes.

6. Make proper provision within classes for cases deserving individual attention.

7. Provide a balanced program for the restricted pupils.

8. Secure home co-operation in exercise.

 Belong to and participate in professional organizations, such as the American Association for Health, Physical Education, and Recreation. Maintain a personal library of professional books and magazines.

10. Balance emphases upon fundamentals, rules, strategies, social qualities, and health and safety factors in teaching.

11. Test for results in each of the emphasized areas.

Clarke<sup>95</sup> applied the Physical Fitness Index (Roger's P.F.I.) to all entering freshmen at Oregon University in 1953 and in 1954—a total of 1,039 boys. The median P.F.I. for the entering male freshman was found to be below that of the national norms. The students who had had four years of physical education in high schools approached the national standards while those with two years or less were well below national expectations and definitely inferior to those with four years of physical education.

Calhoun<sup>96</sup> selected schools in Indiana rated as superior, average, and inferior by ratings on the LaPorte Score Card No. II. He found that pupil achievement in physical development, skills, and knowledges tended to be directly related to the total score of the school program for health and physical education.

<sup>\*\*</sup>GClarke, H. Harrison, Physical Fitness of University of Oregon Male Freshmen Contrasting Those with Four Years and Those with Two Years or Less of High-School Physical Education. 3 pp., mimographed.

<sup>&</sup>lt;sup>96</sup>Calhoun, Robert A., A Comparison of Achievement of Program Objectives of Selected Rated High School Physical Education Programs in Indiana, Doctoral Dissertation, Schools of Health, Physical Education, and Recreation, Indiana University, Bloomington, Indiana, 1955, 177 pp.

# The School Physical Education Program Contributes to Total Fitness

# **OVERVIEW**

OR an effective contribution to total fitness, the physical education program must be administered with due regard for each student's optimal development. This present and future development is concerned with physical fitness; sportsmanship; psychological growth including essential knowledges, judgments, and understandings; recreational capacity; and safety capacity.

From the wealth of possible activities, a sound local program must be selected in light of the above objectives; of relative values of the activities; of meaning and purposefulness for all students (boys and girls); of carry-over values; and of suitability to the interests, needs, and capacities of the students. Merely *selecting* activities is not enough. They must be feasibly *arranged* in good variety with proper progression and seasonality in a unified manner so as to provide sufficient practice for mastery.

That such purposes and criteria may be met, it is necessary that five levels or organization be provided; namely, regular class instruction for the normal boys and girls, adapted-restricted-remedial sections for the handicapped, co-recreational opportunities for all, and intramural participation and interschool athletics according to the respective skills of the students. Each of these levels has its obvious and unique contributions to make to total fitness.

Selected and organized activities must be presented through appropriate *methods*. These include student grouping, student leadership, planned daily, seasonal, and yearly experiences with appropriate class or group organization and essential measurements and evaluation.

School physical education is that part of the school program which provides guidance and instruction through selected sports, rhythmic, and gymnastic activities organized for specific educational purposes, and conducted according to social and hygienic standards. (28:3).

# The School Physical Education Program Contributes to Total Fitness

THE PURPOSES OF PHYSICAL EDUCATION

HE purposes of physical education must be formulated in light of the needs of the youth and of society. The organismic concept of the development of the individual is borne out psychologically and physiologically. It justifies the goal of this publication—"total fitness for today's youth."

The education and sociological ends of the physical education program specifically are total fitness, worthy use of leisure time, and ethical character —in short, the wholesome personality an essential contribution to the

"Objectives of Human Relationship." (27:47, 50).

The developmental objectives of physical education contributing largely to the "Objectives of Self Realization" (24:47, 72) are a matter of marked agreement in current literature dealing with physical education. There are many leaders in the field who are in accord with the previous three remote objectives as well as the following four phases of immediate objectives of development; namely, organic development (condition controls), neuromuscular development (fixed controls), interpretive development (adaptive controls), and impulsive development (pattern controls).

For the educator, not technically trained in physical education, it would seem that the following statement of the purposes of physical education would be more clear in relationships and more functional. This statement is a paraphrasing of those proposed by LaPorte and his committee of

over 150 leaders in our country. (45:8).

# OBJECTIVES OF A GOOD PHYSICAL EDUCATION PROGRAM

Physical fitness-Physical power, endurance, stamina, flexibility, agility, co-ordination, and balance (48:9), good mechanics, and the elimination

of all remediable physical defects.

Sportsmanship—"Development of acceptable social standards, appreciations, and attitudes. . . ." (45:38, 39) . "An understanding of why it is important to observe rules which make for better and safer participation," ability to assume and carry out responsibilities, ability to accept success and defeat in a sportsmanlike way (48:9), consideration for the rights of others (53:9), ability to enjoy group activities in which all members are working toward the same goals (48:9).

Psychological fitness—Interest in and readiness for activity, the development of desirable health habits, ability to find release from emotional tensions in ways that are personally and socially acceptable. (48:9). Development of a comprehensive knowledge of rules, techniques, and strategies in activities selected for their particular age levels. (45:38). Development of powers of observation, analysis, judgment, and decision through the medium of complex physical situations (45:38) and the capacity for wise choice.

Recreational capacity—"Competencies which make it possible to participate in activities by others of their own ages." (48:9). "Physical and social skills which enable them to participate in satisfying recreational activities

at any age." (48:9).

Safety capacity—Skills that lead to safe living, such as ability to change direction, dodge moving objectives, lift properly, and use equipment safely (48:9); ability to save one's self and others in the water; habit of considering the possible hazardous effects of activities upon one's self and others.

#### SELECTION OF ACTIVITIES

Suitable activities are not inherently good or bad. Leadership makes them so. One of the first controls on the quality of outcomes is in the intelligent and sincere application of sound selection criteria in the choice of activities by the administrator and instructor. To the degree that all criteria are applied appropriately and the contribution to total fitness of youth is determined, the effects are interdependent and interrelated. Youth should help determine their activities in light of these criteria.

Contributions to objectives—Not all activities contribute to the aforementioned objectives of physical education. Some such as boxing may be detrimental. Some may be inoperative, as unique or freak exercises; fine skills, such as required of Indian club swinging, requiring greater time in their acquisition than their total contribution justifies; card or table games. These are all exemplary of contra-indicated activities in physical

education programs.

Highest relative values—The number of available activities is far in excess of the number which can be included in the limited time usually made available and for which there are qualified trained personnel to direct. Hence activities must be chosen which make the greatest contribution to the greatest number of people, to the greatest number of objectives, and in the greatest amount. For example, as a rule, calisthenics may make a contribution to a great number of people, but to a limited number of objectives (chiefly organic) and yet not greatly stimulate the social development of youth. Meanwhile sports—individual, dual, team, or mass—contribute to more objectives and, under proper organization, to an equal number of participants. In meeting this criterion, the needs of the individual must be given due consideration.

Meaning and purpose for youth—Youth are at the age of struggle for independence from adult dominance. Adult insistence "do it because I said so" or because "it is good for you" is not a likely motive for whole-hearted participation. The values and nature of activities must be real

or at least potential and these values and natures must be known by youth. With this understanding, certain activities (conditioning exercises; carry-over activities, and the like) will then be accepted with better grace or even more enthusiasm.

It is potential but latent, good instruction must develop such interest. Activities inherently interesting to youth will be entered into whole heartedly. Apparatus work, needed basic skills, drills thereon, and remedial activities are among the activities which fall into this latter group.

Carry-over value—Carry-over value has two aspects, that for the participant and that for the spectator. As to when? it may be today and in the future. Most of the more vigorous activities commonly taught today,—basketball, touch football, hockey, modern dance, and the like—have rather high developmental value for today, but future contributions for the individual is chiefly as the spectator. On the other hand, the commonly neglected canoeing, croquet, golf, horseshoe, shooting, shuffleboard, softball, table tennis, social and square dance, all have tremendous participation carry over for all ages and both sexes. They are not necessarily less developmental than are the so-called vigorous team sports as a rule. It is not a matter of carry over to the exclusion of organic development. It is a matter of balance in values and program in our future selection. Present intense interest must be caused to include present leisure values and future use.

Leading on to further activity—Mass, group, and modified games should involve skills useful in recreational sports. Stunts, tumbling, and apparatus activities should lead on to combinations or routines of advanced difficulty and to leisure use out of school. The fundamental skills should be essential to advanced skills and strategies involved in recreational or interscholastic sports of most common use and interest. Unique, freak or unrelated skills should be in minimal amount in the program.

Within individual's capacity—The sex, physiological age, and the strength and endurance of the youth set their capacities. Activities must be within such capacities if interest and effort are to be attained and if frustrations and disciplinary problems are to be avoided. The inclusion of all the students in a 2:30 class of basketball or even the sending to study hall of those not likely candidates for the team is a gross injustice. The inclusion of any advanced skills or standards before the student has acquired the beginning ones can not make for effective teaching or class morale. What one is not capable of achieving should not be assigned to him. Boys and girls, except in certain co-recreational activities, cannot be assumed to have equal or comparable abilities. The capacities of youth must be known to be considered. A knowledge on the part of the teacher of adolescent growth and development, of the health status of the student, and of a reasonable tests and measurements program is indispensible for successful matching of ability with activity.

Intensive rather than extensive treatment—If activities are important, they should be taught not simply explained. All too frequently, the boys' program consists of softball, basketball, and volleyball. The girl's program occasionally consists of softball, basketball, volleyball, and a few dances. These meager programs are not examples of the application of this criterion, but an abuse of it. On the other hand, a mere smattering of experiences in a multitude of activities can lead to little but distaste and disinterest. Sufficient time must be allotted to acquaint the student with the activities and if possible to get him out of the "dub" class.

Offering leadership opportunities—With a sufficiently broad variety of activities within each year, the opportunity for exchange of leaders and followers is more likely. In a social situation in which students are given opportunities as squad, team, or class leaders as well as officials, such leadership experience is tremendously enhanced. In a democracy it is especially essential that group values be developed. Students delegated such responsibilities must have adequate guidance and preparation for the job. The teacher-dominated, autocratically managed class situation can scarcely contribute to interest and enthusiasm nor can it be provocative of "self-realization," safety, or social qualities. If recreation programs or organizations are to be effective, this ability to lead or follow as the situation demands must be developed in our public schools.

Feasibility—Feasibility is dependent upon past experiences of the students, upon teacher ability, time allotment, and supplies, equipment, and geographic location. Feasibility is more a matter of administrative provision and support than one of finding things which are feasible. Activities must be provided their essential leadership, time, space, and equipment. For both boys and girls, for the normal and for the exceptional (superior or handicapped), throughout all grade levels and in all sections of the community and country, these essentials must be provided. Nevertheless, if a teacher lacks capability to teach vigorous and potentially dangerous activities, if time is limited or season demand, if facilities are not reasonably available, then the preceding criteria will aid in getting the best possible program for the greatest number of all students for the longest period of time. Dangerous, carelessly planned, monotonous or ineffective limited programs are inexcusable.

#### ORGANIZATION OF THE PHYSICAL EDUCATION PROGRAM

As activities are selected as meeting appropriate criteria for secondaryschool boys and girls, there is need for the organization of these activities appropriately for the sub-phases of the total physical education program. These sub-programs are the (1) required regular class instruction, (2) the adapted, restricted, and remedial activities, (3) co-recreation, (4) intramurals, extramurals, and (5) the interscholastic athletics.

#### ORGANIZATIONAL CRITERIA

There are over-all criteria for sound organization of the physical education activities within these sub-phases. Again, neglect or over-emphasis of any criterion tends to negate or interfere with the proper application of the rest of the criteria since they are likewise interdependent and interrelated as were the selective criteria. The following six criteria are among the most commonly proposed.

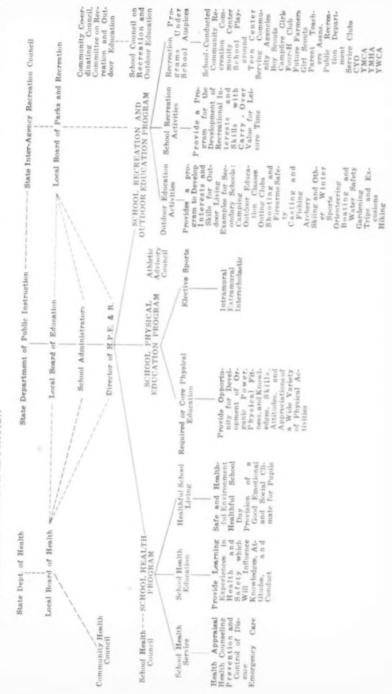
Progression—Activities must progress from simple to complex, single to combined, from beginning through intermediate to the advanced level. Rules may be modified to restrict time and space. Attainment of standards may progress in difficulty or perfection of skills all in accord with students' interests, needs, and capacities. There is evidence that too little is known about either activity difficulty or student capacities. A tendency seems to exist for beginning teachers to present what they were successful in in college. Such defects must be remedied if effective results are to be attained.

Variety-If student interests, needs, and capacities are to be met, there must be greater variety in both required or core activities and in the elective aspects of the programs. Cyclic seasonal planning of blocked-out groups of activities must be limited to reasonable time allotments. The offering is all too commonly softball-basketball-volleyball class instruction programs with an occasional track and field or conditioning activity for boys. The dance-softball-basketball-volleyball program for girls is, likewise, unfortunately common. These meager programs must be improved and broadened. The chart of suggested activities on the next page provides a selection of recreational, dance, individual-dual, team, and gymnastic types of activities. Their suitability for the various sub-programs for boys and for girls for junior and senior high schools is indicated. Recreation, development, and maintenance needs must all be considered. Ignorance, indifference, inadequate time or lack of facilities are the essential reasons for our dearth of variety in all phases of the physical education program That there is no lack of appropriate activities is evidenced by at least 54 suggested activities or classes of activities for the several programs for boys and girls in junior and senior high schools in the table on page 74.

The co-operative use, by schools, of the community facilities for bowling, golf, skating, swimming, and tennis can frequently be arranged for class instruction. Such use for the voluntary programs is even more feasible. Many otherwise meager offerings could thus be enlarged to a rather satisfactory variety.

A recent representative study including interschool athletics revealed that only four sports—basketball (99 per cent), track and field (70 per cent, football (60 per cent), and baseball (54 per cent)—were offered in more than half of the schools. The next most frequent sport offered was softball (18 per cent). Practically none of the below average schools offered any individual-dual recreative or carry-over sport in the "varsity" program.

CHART 1.—AN ORGANIZATIONAL CHART OF THE SECONDARY-SCHOOL PROGRAMS OF HEALTH EDUCATION, PHYSICAL EDUCATION, RECREATION, AND OUTDOOR EDUCATION





Flag football provides boys with safe and vigorous competition.

On the average, the best schools offered 4.59 sports, the next quarter of the schools averaged 3.49 sports, the below average group offered 3.12 sports, whereas the schools in the poorest quarter offered 2.77 sports. On the whole, 3.47 sports are offered by the sampled 300 schools. This emphasis upon money making or more vigorous sports is a serious weakness in our interschool sports programs.

Seasonality—Proper observance of seasonal interests of students, community customs, and climatic conditions improves the readiness of students for activities. It also promotes proper balance of time between types of activities. Although there are, strictly speaking, three seasons in the school year—fall, winter, and spring—the winter season is broken by school semesters into two periods of approximately equal length. Commonly, therefore, there are four periods of between eight or nine weeks in the nine-month school. Schools of shorter or longer terms will vary accordingly. Schools in the northern states have shorter fall and spring outdoor opportunities than do the schools in southern states.

Each of these four periods should consist of a different variety of activities as a rule. In temperate climate, commonly, outdoor games such as touch football, soccer, or hockey will be scheduled in the fall. Such indoor activities as volleyball, badminton, basketball, recreational games, gymnastic activities, table tennis, aerial darts, dancing, skating, and swimming will constitute the bulk of the two winter-period programs. Archery, baseball, golf, horseshoes, softball, tennis, and track and field will predominate in the spring. In schools in which shortened terms or short spring seasons make outdoor activities difficult to schedule in any variety, it may be possible to teach such major activities as softball in the early fall and the more vigorous goal activities in the late fall.

The least vigorous outdoor activities such as archery, croquet, or horseshoes should be offered in the early fall and late spring if possible. Hiking is a desirable experience when the autumnal colors are at their peak and

when the spring buds and flowers first break out,

In planning the interscholastic program, early fall basketball workouts and spring practices are violations of seasonal scheduling which make proper variety and breadth of program impossible. Such practices should not be fostered. The all too frequent beginning of basketball practice by pre-season instruction in what is presumably a scheduled physical education class starts the high-school boy on his belief that rules are made to be broken, that the ends justify the means. In this the administrator and the coach are equally guilty.

Practice for mastery—Sufficient skills should be acquired in secondary schools to enable the student to get out of the "dub" class in a reasonable variety of activities. In the complicated team and individual or dual sports, the activity may be repeated in the senior high schools, the beginning complex skills should be emphasized in the junior high school and

the advanced skills in the senior high school.

These activities commonly will be offered in the intramural and interschool programs. The above average to excellent skills cannot be expected to emerge from the meager time allotted to class instruction, especially in light of the manifold objectives being sought. Those interested in perfecting their skills should have this opportunity in these extraclass programs.

As far back as 1932 when the programs of the high schools were surveyed nationally, these programs were found to offer primarily the four so-called major sports and the intramural programs were few and far between. Unfortunately, the recent survey shows the same condition to exist. Apparently, the surveys and their findings make no impact upon administrative practices. Until principles and sound policies are followed in build-

ing programs, the needs of all youth will not be met.

Within each semester or year, there should be sufficient practice upon essential skills in important activities to provide recognizable achievement in ability and understanding. This practice can be provided through participation in the activity as a whole, through drill on common essentials, through relays and modified games, and through participation in intramural and interschool programs. Essentially, the purpose of class instruction is to lay down skills and understandings so that intensive practice may be had in the extraclass elective programs. Where bus transportation, size of school enrollment, or distance between schools, and lack of trained leadership and meager facilities render these extraclass programs impractical, then a reasonable balance between instruction and recreational participation must be struck.

Feasibility—Past experience of the student; his physiological, mental and social maturity; his physique, strength, endurance, and organic soundness are some of the personal factors which make it feasible for a student to participate in activities. Adequately trained professional leadership should supervise any and all of the phases of the physical education programs in the school and community. If under their supervision other professionally trained classroom teachers or recreational leaders could give immediate oversight to the less vigorous, less hazardous, or less highly organized activities, some additional activities can and should be added at least to the co-recreational and intramural programs.

Time is an indispensable element in providing instruction and participation. That more can be done in five days a week and in three to four years in each secondary level than can be accomplished in two days a week in one or two years in each level is obvious. The crux of the problem is one of priority. The purpose of the school physical education program is *first* to provide instruction for all, all boys and all girls, in physical education. Second in importance is to provide an opportunity to participate intramurally in activities of one's choice for the greatest possible number of students who are not of the ability to participate in interschool competition. There needs to be a reasonable variety of activities from which to choose if all are to be included. Finally, it is important to the individuals

who are capable, to their school, and to their community that as broad a variety of interschool sports be offered as are permitted by staff, time, enrollment, and facilities.

Last but not least, variety in activities and in programs depends upon indispensable facilities. Here, particularly, lies the need for a community willing to pay for needed spaces, structures, and fixtures and the willingness of administrators and directors to act for the greatest good to the greatest number in the belief that students are more important than adults. On the other hand, much more can be done by the creative leader in using present school and community existing facilities than has been the practice.

Unity—There should be unity in the nature of the activities which are organized. Conditioning or warm-up exercises should be chosen so as favorably to affect the muscle groups and joints involved in the vigorous or essential activities of the day. For unity and safety, there should be an orderly progression from the less vigorous to the most vigorous and a tapering off by the close of the period so as to return the student to his next classroom or activity or period in the proper condition.

The individual athletic events, the measurement and evaluation items, the practice drills and lead-up games, and relays might well be directed frequently to the elements of the major activities of the day or period, or the semester. Care must be taken, however, that a single activity and its elements do not monotonously constitute long periods of time or compose the major portion of several periods or seasons in a row.

Thus, it can be seen that there must be unity within the lesson, unity within the cycle or period, unity within the several subject matter fields such as music and the dance, history, and the recreative and co-recreative programs. Within the physical education department, the class instruction should prepare for the intramural and co-recreative offerings, to a large extent. The intramural program, although not existing to produce winning teams in the interschool athletics, should provide practice which might develop players who could utilize these skills later in interschool activities.

Between the community and the school, there must be unity of policy in the selection of activities, standards of leadership, and administration and use of facilities. The activities popular in or indigenous to the locale and its facilities should be given prominence in the school program. Again, there should not be excessive demands upon the time and training of a few highly skilled. If a boy plays upon one representative basketball team (school, church, Y.M.C.A., or local recreation league) in a season, he should not participate in another organized league or schedule during the same period.

It might also be stressed that the activities unique and essential to particular community organizations such as 4-H or Scouting should not be supplanted by popular and current athletic sports.

e

r

0

Balance and variety must be preserved. This secondary age is an age of choices, and the student must be free to make them in developmental and recreational skills, in activities of present interest and those likely to carry over into later life. Choices among (not between) individual, dual, team, and group activities must be intelligently made by the student, not selfishly for him. Men and women teachers must work together. The health, physical education, and recreation departments must have common policies. Unified purposes will contribute to integrated personalities.

Unity exists between activities and opportunity. This does not imply a single activity but a variety of activities in which opportunities for out-

of-school participation exist.

The interrelatedness of these organizational criteria is a matter of importance. Proper progression provides some variety and eliminates static monotonous lessons. Variety makes for practice for mastery through transfer rather than repetition. Seasonality is obviously supplemental to variety and is a matter of feasibility as well. Unity makes for better progression, provides practice for mastery and proper variety, and makes seasonal activities more functional.

# CLASS INSTRUCTION AND IT'S UNIQUE PLACE IN TOTAL FITNESS

Class instruction in physical education is that part of the school curriculum to which a definite period is devoted, in which attendance usually is required, and for which credit is given for planned instruction and guidance of normal students in sports, rhythms, and gymnastics. In addition to definite time allotment, professional leadership and unique and adequate facilities are indispensable.

Partly because of the lack of intramural opportunities and a broad program of interschool athletics and, possibly, because of inertia, the "play way" of teaching frequently has been overdone—games were played but not taught. Maybe also for fear of student disinterest in *mere* instruction without "participation in the whole activity," this process of "throwing

out a ball" has been too prevalent.

If the students had intramural, co-recreational, or interschool participation and competition to which to look forward, they would have a motive for learning the fundamentals of activities and class time could be essentially an instruction period. Additional incentive should result from the inclusion in the instruction programs of activities popular in every-day living such as archery, boating or conoeing, golf, fishing, hunting, skating, swimming, tennis, or tumbling in addition to the common team sports.

Basically, the objectives of each phase of the school physical education program are the five developmental objectives—physical fitness, sportsmanship, mental and emotional development, recreational capacity and safety capacity. It is feasible, however, to place different emphases in the various phases of the program; namely, instruction, development, recreational, or enjoyment. Since it would be quite possible to show that these emphases

at least overlap, if some might not be said to be synonymous, each shall be

explained.

Guided learning—A required physical education class for all students should be, essentially, a learning process. Common minimal skills in a reasonable repetoire of seasonal developmental and recreational individual, dual, or group activities should be acquired. The essential sports knowledges, judgments, insights, and understandings of movement and action should be learned. These more direct immediate learnings should lead also to the attainment of concommitant ideals, attitudes, and appreciations by guidance during the instructional process. Such organic conditions (strengths, endurances, flexibility, and general co-ordination) as are needed to participate effectively in class activities should also be the direct outcomes, planned and taught for in the class program.

Development-It has been revealed that the common two-days-a-week program, usually in the first year only, for nine months schools, in a nation in which only fifty per cent of the boys and girls were given systematic instruction constitutes the average big-muscle-activity school experience of a high-school boy or girl. This provides an average of between 17 and 21 hours of in-class activity for the average American youth in his high-school career if he is busy every minute in class. While this statistical limited amount is not true in schools having a physical education program, it is true of the youth of our nation on the average. At best, total fitness can not be attained in the required class time alone. Intramural, co-recreational, and interschool activities are needed to put into practice the skills and understandings laid down in class time and to develop organic vigor. The programs of physical activity must be supplemented by the school and community health programs. Perspiration is not enough, nor is it the prime purpose in class instruction, but every class might well be vigorous enough to produce some.

Recreation—It is not the sole or even primary purpose of physical education class instruction to provide a release of tension from academic strain or boredom. That such re-creation may result is a concommitant. Such an outcome alone is insufficient. More dynamic goals must be envisioned, planned, and taught for. To the elective programs belong the essential emphases upon re-creation of energy and change of environment and

activity.

11

g

1-

/C

11-

1C

ay

g,

OD

111-

ety ous

OF

ises

Enjoyment—Every school class or experience should be enjoyable. Certainly physical education classes are not exceptions to this rule. The primary purpose of the class is not to entertain or to provide funful activity, however. That such can frequently be the case is only in its favor in its broader goal of instruction for health, leisure, and character.

#### GENERAL METHODS IN PHYSICAL EDUCATION

Suitable activities are not inherently good or bad. Teaching makes them so. Teaching is partly "teachers," this is true. However, the overt act of

"changing ways of behavior" is a purposeful, planned, and systematic series of technical acts. Much learning is caught, not taught, but most learning is carefully "coached," in the finest sense of the word.

It is not the purpose of this publication to teach teachers how to teach. On the other hand, it is hoped that the administrator reading this may have a better idea of what *should* be going on in the school's program for total fitness and will be helped in guiding its development.

Much of general method is a co-operative affair between administrator and teacher. For example, the proper grouping of pupils is a joint responsibility. Planning a curriculum guide is likewise so. On the other hand, proper use of squads, group or team or mass instruction is largely a matter of teacher decision.

Methods make a difference in the total fitness of students. Appropriately grouped students are less often frustrated or subject to accidents. Student leaders have a chance to be a part of and to have a voice in something vital. It is a means of self-realization. Student leadership provides for more and better supervision, more turns, and more success. Planned lessons have better progression, are better organized, better taught, and are more interesting to students.

With adequate facilities and equipment, proper class organization multiplies opportunities for education. It divides groups for closer supervision, it adds to the variety of activities, and subtracts from the boredom of waiting for one's turn and from the hazards of mass instruction in activities having potential chances for injury.

Measurement that is valid and accurate and samples all objectives leads to awareness of progress. Progress that is justly appraised in light of known capacity leads to achievement with recognition or motivates toward reasonable improvement.

#### GROUPING OF STUDENTS

To group students for instruction is to group according to such factors as sex, health, ability, age, size, interests, or other factors related to the subject matter or activities. With adequate supplies, the usual academic purposes of classification are to accelerate progress of superior students, to reduce the complexity of instruction within sections by more homogeneous grouping, and to increase student interest by having subject matter more suitable to group interests and abilities. In physical education instruction and participation, there is an added value of reduction of incidence and severity of accidents. In light of the higher than average school hazards in physical education activities, this precaution is even more essential. The efficiency of grouping even by age has been shown in lowered incidence of accidents. A recent national survey shows only a 10 per cent use of such grouping of students for physical education, however.

In schools over 450 in size, classes or sections within classes of approximately 36 each for boys and for girls can be organized on the basis of health, sex, and ability grouping in addition to grade groupings.

Ideally, the results of the medical examination should be the preliminary basis upon which classification is built. One large group in best health condition would be free to be assigned or to elect any activity including "varsity" athletics. A smaller group (5 to 10 per cent) usually about seven per cent would be assigned to adapted and restricted or remedial activities. In some instances due to lack of facilities and inadequate leadership, such students may be excused.

Of the large normal group (about 90 per cent of the student body), half might then be expected to be boys and half girls. Their classes would be segregated except for certain instructional or recreational classes.

There are many ways of effectively grouping students. One plan which has proved to be effective, where there are multiple sections, follows. Each of these two groups (one boys and one girls) would then be divided into about six sections in the following manner.

	Cle	Boys assification Inc	dex		Cla	Cirls ssification In	dex
	Low	Average	High		Low	Average	High
Above	Low CI	Average CI	High CI	1hove	Low Cl	Average Cl	High CI
Average	High	High	High	Average	High	Low	High
Fitness	Fitness	Fitness	Fitness	Fitness	Fitness	Fitness	Fitness
Below	Low CI	Average CI	High CI	Below	Low CI	Average CI	High CI
Average	Low	Low	Low	Average	Low	Low	Low
Fitness	Fitness	Fitness	Fitness	Fitness	Fitness	Fitness	Fitness

£

rs.

e

ic

S,

er n-

ciol n-

in-

nt

Classification Index is merely the preferred combination of age, height, and weight (20 times the age, plus 6 times the height, plus the weight in pounds) which segregate boys or girls into reasonably homogeneous groups by size and maturity and by physical capacity somewhat. The additional grouping by some standard measure of physical fitness makes for improved grouping as to ability in physical education.

In the schools smaller than indicated above, it will probably be necessary to provide only the minimal grouping essential for progression in activities, safety of students, and provision for individual interests, needs, and capacities. Such a grouping consists of the health examination, segregation by sex, sectioning by grades, and ability grouping within sections.

#### STUDENT LEADERSHIP

Student leadership not only contributes to a more effective physical education program but it also is itself an end of high social and personal value. A student should not be "thrown into the activity to learn to swim by himself." He should be prepared and guided in the many functions

required of leadership.

Principles conducive to happy and effective student leadership are: having mutual understanding for duties by all, having acceptance of responsibility for performance of duties, having the authority to carry out the duties, recognizing that faith accompanies the assignment, being acceptable to one's group, acting democratically not autocratically, guiding by example not by precept, being a positive not a deterrent factor, alternating between leadership and followership activity, contributing to self-expression and self-direction of one's self and one's fellow students, building socially sound standards of behavior, and providing opportunities for meeting individual needs more fully.

Student leaders should be chosen on the basis of teacher-student determined criteria. These might be their enthusiastic personality, their high degree of skill in one or more phases of the activities, acceptible scholarship in general and good or better scholarship in the department. They might pass leader's tests in officiating and in a reasonable number of the more common skills of the program. Finally, but not least, they should

perform successfully as a leader.

The duties of the student leaders may range from accountability for supplies and management and instruction of a squad, from capacity of team leaders or game officiating to organization and supervisory duties.

Opportunities for such duties may occur in the following situations, the regular class period; morning, noon, recess, or after-school laboratory periods; sports days, play days, field days, or demonstrations; intramural or interscholastic sports programs; and in the extraschool organizations such as the Scouts, Y.M.C.A., or summer playgrounds.

Preparation for such duties could be obtained while acting in these various capacities, during home-room or advisory group, during activity period or hobby hour, in a leaders club or in a special leaders' class for

credit on school time.

Recognition should be given for successful student leadership. A prime satisfaction comes from successful service itself. However, special insignia or uniforms for leaders are aspired for. Publication of a service roll for contributions well done is a legitimate expression of appreciation. A regular system of promotion from aspirant or squad leader to class leader or an emblem leader. Varsity sports managers are commonly given managers' letters.

#### PLANNING INSTRUCTION

Careful planning is essential for effective teaching. Effective teaching implies the maximum instruction and development in the given time with due regard to pupil interest, needs, capacity, and safety. There are three levels of planning, each essential for leadership at different stages of the school year or program. These are: (1) formulating a curriculum guide for the entire school for both boys and girls, (2) blocked-out plans provid-

ing for a variety of unified activities in appropriate seasons, and (3) detailed progressions of activity and appropriate method for each day's instruction.

The curriculum guide—This is a co-operative product of the best efforts of the teachers, parents, students, supervisors, administrators, and other school and community personnel in the school, city, county, or state. The ability of the teachers and the level of supervision available will determine the administrative scope of the curriculum guide.

A functional curriculum guide will contain (a) a well-formulated aim; (b) related statement of general objectives; (c) progressive and seasonal lists of activities of each of the types indicated in this chapter, with specific objectives for each type; (d) appropriate general and specific methods and devices suited to the general objectives of the program, the specific objectives of the activities, the demands of the size of classes, the time allotted, the facilities available, the capabilities of the teacher, and the nature of the pupils; (e) selected outcomes of organic, adaptive or interpretive, pattern or impulsive activities, and fixed-or habit and skill-categories for each of the types of activity; (f) standards of attainment with methods of evaluation and appraisal; and (g) selected sources appropriately listed with each type of activity.

The administrator is a key figure in stimulating and facilitating curricular study in the school. The process is a crucial step in the supervisory

program, and a most effective in-service educational experience.

Blocked-out seasonal and varied plan of activities for a given school in a given period of time—In this level of planning, the unique features of the special interests of the particular school, the planned co-operative use of available facilities, the seasonal requirements, and the needs of a balanced and varied program are given due consideration. These blocked-out plans usually include major activities and types of progressive activities only, by grade or ability level. The length of time is perhaps an outline for six to eight weeks at the most. These plans should be available in the principal's office, on the bulletin board, and on the teacher's desk. By this means the principal, the pupils, and the teacher are aware of what has been taught and what is to be taught. This is particularly helpful to substitute teachers in carrying out the regularly planned program. Pupil leaders may be and should be brought into the formulation of these periodic plans.

Daily lesson plans—Such plans as a rule will not be made out too far in advance. They contain the specific activities, by name at least, to be taught on a particular day, the supplies or equipment necessary, the order in which the phases of the lesson will be presented, the specific time suggested for each phrase, and particular outcomes to be attained and cautions to be

observed.

The detail needed will depend upon the teacher's experience and skill and the extent of use of student leaders. For the latter, complete explanations of tumbling stunts in proper progression, the rules for self-testing events, or descriptions of relays or group games should be provided. It is often helpful to have these instructions on three by five cards for each squad.

A good lesson plan will have given due consideration to the maturity of students, to previous lessons, and to the sequence of explanation, demonstration, practice or execution, evaluation or appraisal, and re-teaching if needed.

### CLASS ORGANIZATION FOR INSTRUCTION

The determination of the most effective class organization is dependent upon a number of factors, such as the nature of the activity, class size, facilities available, adequacy of supplies, student background, student leaders, objectives to be emphasized, time allotted, and safety of procedures. In fact, there is no best method, and organization will change with the function and purpose.

Squads—Classes should be organized into squads of from six to ten students each. If student leadership is plentiful and skilled, more small-sized squads may be maintained.

Organization of the class into squads makes possible more use of a variety of equipment and is indispensable when facilities are limited in number. It multiplies the opportunities for actual participation in the activity at hand. Greater variety of activity again may be possible in the same class period or season. Adjustment can be made for ability levels by having squads of beginning, intermediate, and advanced ability. The use of student leadership and provision for a more socialized learning situation are based upon small-group organization. These social procedures carry over into life situations as in Scouting for boys and for girls and the natural "gang" of the neighborhood.

Squad procedures are especially useful in dance, stunts and tumbling, apparatus work, sports skills, instruction, test procedures, and individual athletic events. They also facilitate roll call and shower and locker administration. Squads are more permanent and indigenous than informal groups.

Groups—Temporary informal groups for dance, minor games, group games, preliminary sports, skills, relays, and pyramids can be quickly formed by "counting off" in the number equal to the groups needed. If the class for boys is first aligned by age, height, weight, for example, the groups would be reasonably equal in ability. An occasional non-tournament volleyball or softball team can be quickly formed in this manner also. In remedial work, groups may be formed on the basis of common needs and activity prescription. In this case abilities need not be otherwise equal.

Student-coach method—By this method is meant the pairing off of every other student with the partner on his right. This aligning of pupils by size prior to pairing off makes for safer, more effective participation in

general body mechanics, posture exercises, conditioning work "at-will," and paired test administration such as for push ups, sit ups, leg lifts, and straddle chins. If mats are adequate, simple stunts and balance activities for tumbling and pyrmids can be presented in this manner. For boys this is a good way to equalize for beginning wrestling instruction. In either separate or mixed classes, the embarrassing moments in early lessons in the dance can be avoided by such administrative partner selection.

Class or mass instruction—In teaching the beginning dance steps, for conditioning or body mechanics exercises of a general type, the class may be taught as a whole. It is assumed, of course, that the class is of the same sex, grade level, and health classification. For co-recreational instruction or participation if the original class sizes are normal (35-40), they may be combined under the dual responsibility of their two teachers. Rarely will sports skills be taught en masse, especially after the first few fundamentals have been presented and tackle and equipment is being used. Rules and basic strategies, however, lend themselves to mass instruction and the use of audio-visual aids is more effectively done for all at one time.

Teams-When the fundamental skills are laid down, drill is the essential procedure. Learning is an individual matter and continuity or close cooperative team work is immaterial. However, the essence of the team sports is co-operation within and competition between teams. To acquire this co-operation is learning on a higher level, continuity is important, and one's teammates must be "learned" as well as the game. For intramural and interscholastic purposes, experienced teammates are essential. Teams build up loyalties and esprit de corps which make them more than a group of individuals. To be fair competitors and a worthy challenge to one's opponents, the teams should be approximately equal. This is as important in intramural as it is in interscholastic meets. If a team is so good its opponents have little or no chance, the good team is weakened. If the team is so poor that the opposition have no challenge, they become frustrated and lose determination. The spirit of the game is "an equal chance for success or failure." To overwhelm or to be overwhelmed is not good for morale-a form of fitness.

The "team way" has been overdone in class instruction. More instruction and "coaching" of class members is needed. Teachers must not just set the game going and trust for learning. There are far more ways of doing a thing wrong than right. Correctness is not innate. Practice does not make perfect. Corrected practice makes perfect. This requires teaching. There are other good ways besides the team way.

#### MEASUREMENT AND EVALUATION

Measurement and evaluation can't be separated from objectives. Physical fitness, sportsmanship, knowledge and understanding, and recreational and safety habits and skills can be objectively measured or evaluated by objectified observation. Teachers have been found to be only 25 per cent

effective in this function. (10) Evaluation in physical education classes is feasible and necessary if needs of students are to be met. The purposes of measurement and evaluation are:

- (a) to inform a student as to his progress toward objectives,
- (b) to serve as a basis for guidance of the student by the teacher
- (c) to serve as a basis for replanning lessons,
- (d) to inform the parents as to student progress toward objectives, and
- (e) to provide the administrator a partial basis for promotion, academic awards, and guidance.

If these purposes are to be served, the records must be representative of total achievement; must be accurate; meaningful to student, parents, and administrator; and economical of teacher and student time. Marks are only one means of interpreting progress, not ends in themselves. Elements to be included in marking might well be physical fitness tests, rhythmic skills, game skills, tumbling and apparatus skills, posture and body mechanics, sports knowledges, health practices, objective evaluation of sportsmanship and citizenship, and, perhaps, regularity and promptness of attendance. The composite single mark is meaningless unless accompanied by an analysis of specific achievements.

#### ADAPTED-RESTRICTED-REMEDIAL PROGRAM

An adapted-restricted-remedial program is a diversified program of developmental sports, rhythms, and gymnastic activities suited to the interests, needs, and capacities of those who, by reason of some temporary or permanent disability, are unable to participate in the regular class instruction program.

Of all the programs recommended for the development of total fitness, this is the most basic. Of all the aspects of the school health and physical education programs surveyed in the nation's high schools recently, this was the lowest in status. It was only four per cent effective in meeting standards. The gap between theory and practice is widest at this point. The causes are obvious: (1) lack of adequately trained teachers, (2) the higher per pupil cost for remedial instruction, and (3) the fact that more than half of the schools in the nation are below 200 in enrollment.

Some steps necessary for the removal of these obstacles are obvious. Some are not so simple. Better teachers will be trained when the public schools demand them. Steps have already been taken in the consolidation of schools and in the broadening of the education administrative unit. By this process, larger schools will provide an opportunity for remedial cases in sufficient numbers to justify a full-time or a part-time remedial instructor. The broader administrative unit will permit the employment of a full-time physical therapist or remedial instructor who can devote part-time to several schools. This is already possible if administrators and their boards were convinced of the need. This is probably the greatest hurdle of all.

Some idea of the purposes and functions of an adapted-remedial program can be obtained from this slightly modified statement of program objectives from a recent American Association for Health, Physical Education, and Recreation contribution, Children in Focus.

## Objectives of an Adapted Program<sup>1</sup>

 Through health appraisal to aid in discovering deviations from normal and in making proper referral.

Accomplish needed therapy or correction for conditions which can be improved or removed.

Aid in the adjustment and/or re-socialization of the individual when the condition is permanent,

Protect the condition from aggravation by acquainting the student with his limitations and capacity and arranging a program within his physiological work capacity or exercise tolerance.

5. Provide students with the opportunity for the development of total fitness within the limits of the disability.

6. Provide students with the opportunity for the development of skills in recreational sports and games within the limits of the disability.

7. Provide students with an opportunity for normal and social development through recreational sports and games appropriate to their age group and interest.

8. Contribute to security through improved function and increased ability to meet the physical demands of daily living.

In the conduct of this highly technical service to secondary-school youth, the administrator and the teacher should be guided by the following principles:

# Guiding Principles for Adapted Physical Education<sup>2</sup>

- There is need for common understanding regarding the nature of adapted physical education.
  - 2. There is need for adapted physical education in schools and colleges.
- Adapted physical education has much to offer the individual who faces the combined problem of seeking an education and living most effectively with a handicap.
- The direct and related services essential for proper conduct of adapted physical education should be available to our schools.
- 5. It is essential that adequate medical guidance be available for teachers of adapted physical education.
- 6. Teachers of adapted physical education have a great responsibility as well as an unusual opportunity.
  - 7. Adapted physical education is necessary at all school levels.

Children in Focus, p. 137.

S

ť

1-

ir

le

<sup>&</sup>lt;sup>3</sup>Joint Committee on Adapted Physical Education and endorsed by the AAHPER Board of Directors and the Joint Committee on Health Problems in Education of the American Medical Association and the National Education Association, Journal of the American Association for Health, Physical Education, and Recreation, 23, 4:15, April 1962.

#### THE CO-RECREATION PROGRAM

Co-recreation-Co-recreation activities are selected activities conducted in class periods and in non-class time for mixed groups of boys and girls for instructional and recreational purposes. There are many activities suitable for co-education and co-recreation, and unique and important values accrue to such experiences. This procedure in no way implies that all classes should be mixed. This is far from the case due to the marked differences in interests, needs, and capacities of boys and girls in the secondary-school level. Vigorous team contact games such as soccer and basketball are contra-indicated for mixed groups. Modification of rules for softball and volleyball may be made. Competition should be between mixed groups, not between boys and girls. Games such as table tennis, badminton, golf, and tennis may be exceptions.

Purposes-Among the many purposes met by a sound co-recreation program are the following:

Wholesome social recreation for leisure time of boys and girls.

Opportunities for companionship with the opposite sex,

Increased understanding of the skills differences of sexes.

Improved poise and self-confidence in mixed groups.

Increased interest in and appreciation of recreational activities.

Improvement of sportsmanship, social courtesies, and manners,

Development of student leadership.

Contribution to the general school recreation program.

Principles of administration-A survey of the experiences of school people conducting co-recreational activities revealed the following principles to be effective:

Mixed participation should be based upon interest and readiness.

Students should participate in the organization.

Skill rather than strength should be stressed in the activities.

Competing units should be comprised of both boys and girls.

No vigorous contact activities should be involved.

That activities should be co-operatively supervised by the persons best qualified. Men and women departments should jointly support and administer the pro-

Special problems—The anticipation of certain likely problems and the establishment of policies governing them will make for a more pleasurable and effective program. Some of these problems are complications in scheduling mixed classes, boys classes are occasionally not too well organized, some activities are not suited to co-participation, the occasional parental objections, the matter of appropriate costume, the cleanliness of body, and appropriate attire of boys.

#### INTRAMURAL ACTIVITIES

Intramural sports-The elective, non-credit phase of the school physical education program in which the participants are students at the same school is the intramural program. Starting with competitive activities only, the intramural program has grown to include such activities as dance clubs, leaders' clubs, and officiating groups. Many of the activities are essentially competitive and conducted in tournaments or meets. All students are eligible who are not on interschool teams in the same or closely related sports (softball and baseball, or touch football and tackle football). Extramurals are the occasional invitational meeting of intramural winners or participants from two or more schools as a culmination of their intramural tournaments or activities; for example, one dance group with another dance group.

In addition to the objectives common to all aspects of the physical education program, the intramural program has enriched or added goals unique to intramurals. An analysis of the current sources on the organization and management of intramural sports revealed the following commonly held objectives for the program.

Objectives of Intramural Sports

Enriched development and maintenance of physical and mental health, normal growth and organic vigor.

Enriched development of social and moral values through observing and exemplifying good sportsmanship in intramural competition or other

Contribution to the development of self-direction and student leadership through responsibilities in the control and management of the intramural activities.

Enriched development of skills adequate to assure recreative carry over. Development of a lasting interest in and appreciation of interschool sports.

Enjoyment of play and competition in intramural activities with one's peers.

Development of group and team spirit and school morale.

In regard to emphasis organized instruction is minimized in this program, although opportunities for guidance are great. Enriched development of the common objectives is sought for. Recreation in its broader sense is emphasized and enjoyment of the activities for activities' sake is a primary goal.

## Problems in Intramurals

One of the first steps in setting an intramural program is to determine its purposes. Rules and regulations for eligibility, awards, and forfeitures should be determined in light of these objectives. An intramural council made up of representatives of the home rooms and physical education staff might constitute the body to set these policies.

Activities—If everyone is to find a suitable activity in which to meet his need for competition or participation and for improved skills in both developmental and recreational sports, a wider variety must exist in intramural programs. Individual activities, dual activities, and team sports

must be offered. Boys and girls needs differ but both do need intramural opportunities. A suggested list of activities suitable for boys for girls and for both, in junior and in senior high schools, is given on page 74.

Personnel and management—In the average or smaller school, a teacher in the physical education department can usually take care of the simple management with student help. Entries must be recorded, schedules drawn up, courts or fields assigned and made ready, games officiated, winners noted, and publicity provided for entry time, schedules, and winners.

Officiating can be done by students. These student officials should have adequate preparation as good officiating is the heart of satisfying intra-

mural experiences.

In large high schools it is desirable to have a staff member attend to the details of management and records. Times for this assignment should be taken into consideration in the teacher's load. Secretarial help should be provided.

Time allotment—Intramural activities can be scheduled at noon hours, activity periods, and before and after school. Seasons for any activity must be kept within reasonable limits (not over six or eight weeks at the most) so that a variety of activities can be offered. There should be an activity for everyone, and everyone should have the opportunity to participate in some activity. The program should go on continuously throughout the year with facilities being equitably distributed between boys and girls.

Schedules and scheduling—Provision should be made for tournaments, informal play, club activities and special events depending on the activities concerned. There should be an adequate amount of time given for scheduling intramural activities—not just what is left over after varsity events and practices are scheduled.

#### EXTRAMURAL ACTIVITIES FOR GIRLS

Broadly defined, extramural activities are activities approved by an institution and carried on by one or more groups from the school with one or more outside groups. For the purpose of this publication, extramurals exclude interscholastic or varsity athletics here defined as sports for a selected group trained and coached to play a series of scheduled games with similar teams from other schools. Inter-scholastic or varsity athletics fulfill particular need in the total school program but, because the department of intramural activities is primarily concerned with providing activities for the great majority of the student body, the term extramurals is used as defined below.

Extramurals: athletic competition (other than interscholastic) in which participants are students from two or more schools. Extramurals differ from interscholastics in that they seek to involve all students irrespective of skill; they usually involve only a day or two at the end of an intramural season; and they usually require few or no systematic practice sessions. Extramural competition commonly takes place in the form of play days or sports days, but it also includes occasional

informal games between teams (not varsity teams) from neighboring schools. Extramural athletics do not involve leagues, championships, or season-long schedules. (From E.P.C. Report)

The intramural program, if well-rounded, should be sufficient to meet the desires of most students. When leadership and funds are available and when certain requirements are met, such as accident insurance, insured transportation, limited travel, approved facilities, proper supervision, competent officials, and no admission charges, extramural events may be

used to enrich and complement the intramural program.

Extramural competitive events should be an outgrowth of the intramural program. Such events have taken one of the several forms: (a) the intramural winners of one school play the intramural winners of another school; (b) a group of intramural participants is selected to meet a similar group from another school; (c) a group from a special interest club is selected to meet a similar group from another club; (d) play days (in which representatives participate on mixed teams), sports days (in which a school participates as a unit), and telegraphic meets and meets conducted by mail. Such events should not be concerned with determining the superiority of one group over another, but should provide for an exchange of ideas and for the establishment of friendships. Such extramurals might take such forms as symposia, festivals, demonstrations, meets, or contests.

If extramural events are sponsored and promoted by any other school agencies, such as the student council, the requirements listed above should be upheld as well as any additional regulations stipulated by the individual institution concerned.

# Policies Governing Intramural and Extramural Participation of Girls

n

h

a-

H

es

CS

rt-

vi-

18

rti-

er-

lly

re-

nly nal 1. The approval of intramural and extramural activities involving girls shall rest with the department of physical education for girls. Approved types of activities are play days, sports days, demonstration games, telegraphic meets, dance symposia, performances and demonstrations by special groups, and co-recreational events of the above types of activities.

2. Girls' intramural activities and sports days, play days, and competition conducted on an informal basis should be conducted only as they meet the standards of the National Section for Girls and Women's Sports, AAHPER, concerning health, participation, leadership, and publicity.

3. Secondary-school girls shall not participate: (a) as members of boys' interscholastic athletic teams; (b) in touch football games or any other activities of a body-contact type; either with or against boys in activities not suitable to competition between boys and girls such as basketball, hockey, lacrosse, soccer, speed-a-way, speedball, and touch football.

 In co-recreation activities, the selection of activities and the standards of play shall have the joint approval of the departments for boys and girls.

#### INTERSCHOOL ATHLETICS

Interschool athletics refers to competitive games under school auspices involving physical activity, accepted rules of play, and a system of scoring for determining winners from among two or more individuals or teams. Under school auspices means that the responsibility for interschool athletics is assumed by the same authority that makes policy for the total instructional program. The school administrator is responsible for seeing that regulations of the high-school athletic association are faithfully met by all contestants from his school.

While the physical education department should have responsibility for the administration of the athletic program, the director may delegate duties such as scheduling of games and sale of tickets to other staff members. When two high schools compete, the athletic teams represent their schools, not just their physical education departments.

Interschool athletics should be one of many school activities and closely articulated with other phases of the program. This requires a scheduling of games, practices, ticket sales, pep meetings, and other activities so as not to disrupt the school day. Directors and coaches of teams should be properly cetrificated and competent teachers of physical education who understand child growth and development, the purposes of teaching and learning, and other knowledges that characterize competent teachers.

School and community leaders should make every effort to finance all school athletics out of general school funds. In some states, legislation may be necessary to make this possible. Adopting this policy need not prevent charging a nominal admission fee in order to exercise spectator control.

While accidents occur when physical efforts of vigorous youth are matched against each other, schools should take every precaution in handling injury problems when they arise. Physicians should be available for emergency medical care whenever needed. While boards of education are not liable in most states for injuries sustained in athletics, all schools should provide some type of athletic accident coverage. Payment for such coverage may be made by the student, by the school, or jointly by the student and school. It is usually desirable for the student to share in any plan offering him insurance protection.

A study of the more recent and authoritative educational and professional sources on the purposes of the interschool athletic program reveals the following more commonly accepted purposes or objectives.

- 1. Enriched development and maintenance of health and organic vigor.
- Enriched development of social and moral values through observing and exemplifying good sportsmanship.
  - 3. Perfection of playing skills.
  - 4. Establishment of desirable health and safety habits.
  - 5. Permanent establishment of recreational attitudes and skills.
- 6. Broaden friendships and acquaintance with individuals and communities through playing with teammates and meeting with opponents.

- Intellectual improvement through meeting academic standards and solving game problems.
  - 8. Enjoyment of play and competition.
  - 9. Contribute to school and community spirit and morale.

The National Federation of State High School Athletic Associations in its 1954-1955 Handbook makes the following recommendations, in essence.

- 1. All schools should be bembers of their State Athletic Association.
- 2. All participants must be amateur.
- 3. No sanction shall be granted for a national high-school championship.
- A student is ineligible if he has reached his twentieth birthday. (26 states set 19 years.)
- A student is ineligible who has attended a four-year high school eight semesters or a senior high-school six semesters, or has been graduated.
  - 6. A player to be eligible must do passing work in at least fifteen periods.
- 7. A player is ineligible if he takes part in an independent contest where admission is charged.
- 8. A player is ineligible for at least one semester if he transfers from one school to another without a corresponding change in his parents' residence.
- A student who enrolls later than the eleventh day of the semester is ineligible to participate.
- 10. A student is ineligible who accepts from any source an award exceeding one dollar in value, other than the usual school trophies.
- 11. A student is ineligible if he has not been promoted to the ninth grade. (This excludes junior high-school competition with senior high-school players.)
- A student is ineligible if he has not been certified within the year for athletic competition by a physician.

They further recommend that a school shall not:

- Appoint as coach a person who is not a certificated teacher, whose entire salary is not paid by the board of education, or has fewer than three regular periods of school duties other than coaching.
- 2. Sanction meets or tournaments not sanctioned by the state high-school athletic association.
- 3. Use any paid official who is not registered and qualified by his state highschool athletic association.

More on the positive side, the Educational Policies Commission of the National Education Association, in School Athletics, recommends:

- 1. Athletic programs be conducted by the regular school staff and be under control of school authorities.
- The core of the physical education program at all levels should be the regular classes in physical education.
- 3. Interscholastic competition should be permitted only in the senior high school (p. 82).
  - 4. There shall be no post-season championship tournaments or games.
  - 5. Boxing should be taboo at all school levels.
  - 6. Girls should share equally with boys in facilities, equipment, and funds.

SUGGESTED ACTIVITIES FOR THE SUB-PROGRAMS OF PHYSICAL EDUCATION FOR SIGIO AND SENIOR WICH SCHOOL BOVE AND GIBIG

	NO INCO	NI GR	200	700	SENIO	2	000	2000		2000	200	2	SOUNDE	0	E NO	in w	0 0	2
POUND, OUR.S.	MALOTHECTOR MESTRICTOR MISTRICTOR	JANOTA MENERAL CO.	TANDUAL TE	PATERICS INTERIOR	AECOLAR REQUIRED IRANGOTOR REQUIRED	GETTAGA GETTIATEM ALIGMAN ALIGMAN AMOITAMOM-00	JAMONAMPET JAMONAMPET	* INTERPRESENCE	**************************************	MAJUTORN TREQUINGEN TO THE COMPANY TO THE COMPANY T	CHTSACA CHTCHWATER LAICEMAN	JAN017 AMEGINE -03	EXTRANTAL STTRANTALL STTRANTALL STTRANTALL		NAJINOSM CSM 1192M ROITOUMYONI CSTYMIA CST 3187MA	ANTERNATED ANTERNATION ANTERNA	JAMOITARNORA-00	TREESTES OF THE STATE OF THE ST
ASSIST DARTS ASSIST DARTS ADGLISH (CASTISH STC) RASKET SHOOTING		BBE	ndin.	more min	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,				IMDIVIDOAL-POAL SPORTS AMBGRURY DANNIFTON BOOKTHO & BAILING				"""	1				
CANTING CANCEING CANCEING CANCE & TABLE DANNES			uuu		inneanne.			unnanna	PROCESS SOLL SOLL SAMEDALA.			11:11			1111			
CROQUET CURLING CARTS				nun-unu	anns and	2000	1111	minne	RIPLENT & PISTOL SQUASH BACQUETS SHINKING & DIVING		1	,	mm.	, , , ,		<b>F F</b>		
DROK TRANIS DODGS BALL RIKING BORSESHOES	,,,,,,,,,								TRACK A FIELD WRESTLING TRAM SPORTS	,,,,,,			num num	NAME OF TAXABLE PARTY.	,,,,,,			ninnin Hannin
JUNETH HOPE KICK BALL	1		7777	and and	::::::::::::::::::::::::::::::::::::::			The same	BASKETPALL CROSS COSSTEY				monne		""	+++		777
PARTIES STOITS PRIATE				21111		H		20000		1		2.5		~~ "	,,,,,,			
MOLLER SAATISG SMILTER SALING SOCIAL GAMEA	,,,,,,					<b>I</b>				musum.	711111		unionni mionni		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			
TABLE PERMIS TETRIBRALL DANCE CLOS AND TAP FOLS		35 36	10000	2000		¥ F		101101101	TOUGH FOUTALL RATHER FOLL RATHERSTICE APPRARYCE APPRARYCE	,,,,,,			mount.					
MADE FINE SOC FALL SQUARE		33	inn	ne seem		<b>3</b>	1111	· · · · · · · · · · · · · · · · · · ·	COMPLYTORISS EX. POSTUME. FYRAMIDS STORYS				***************************************				13	1000

Boys interscholastic athletics should be governed by the same authorities that control other parts of the school program at both the local and state levels.

 Boards of education should establish financial policies which free interschool athletics from dependence upon gate receipts.

#### **Facilities**

To provide such a program as above requires more than the provision of a basketball arena with a shower or two for the players. It requires more than two or three acres of space beyond that required for the school building alone. There *must* be a new vision in school building and planning. To expect 100 per cent results (or anywhere near perfection) when provisions are but 28 per cent effective, as is presently the case, is not realistic.

In addition to adequate instructional recreational facilities, there must be service features (toilets, lockers, showers, health suites). Properly to administer these activities, there are certain indespensable or essential administrative (storage work, and office) spaces too frequently missing

in the buildings of a generation or more ago.

Spaces, structures, and fixtures may exist but they may be a non-functional waste of money and an obstacle to real progress. The cause of such a state of affairs rests in the violations of all or many principles of good planning, use, and maintenance of facilities. The salient principles for the prevention or improvement of the all too common inadequacies are outlined below.

## Facilities Principles Defined

Accessibility: Access to facilities for proper groups should be ready, convenient, and direct.

Beauty: Facilities should be attractive but not gaudy, and they should inspire appreciative treatment.

Economy: Cost in time, energy, and money should be held to a minimum and with maximum wholesome participation.

Flexibility: Change in combination or amount of facilities should be readily and economically possible in order to permit adjustment to increase, decrease, or change in activity for participants.

Isolation: The elimination of odors, noises, and moistures—the segregation of activity groups and the exclusion of undesirable persons from all areas should be automatic and effective. Maintenance features of lighting, heating, and ventilation should be on a unit basis.

Safety, hygiene, and sanitation: These factors must be duly considered in the provision, arrangement, and maintenance of facilities.

Supervision: The oversight, control, and management of activities and groups should be facilitated by accessibility—and visability if possible—of related areas to the leaders.

Utility: The usefulness of a plant requires adaptability to multiple use of areas by activity groups within the limits of safe, pleasant, and effective instruction.

Validity: Facilities must be in accord with adequate curricular needs, scientific facts, and legal requirements.

Integration: Functionally related areas and groups should be brought together in integral units, suites, or departments.

#### Priorities in Facilities

All facility units are not equally important. In providing facilities in a long-range program, some help is needed for determining "first things" so that they may be provided first. Below are four degrees of need for facilities. They are explained first to give the administrator an understanding of their meaning.

Indispensable: Without an indispensable unit the entire program would suffer a major handicap or many activities, functions, or objectives are lost. A few vital losses would indicate an indispensable facility.

Essential: Without an essential unit, some major activity, function, or objective would be lost or some appreciable loss would accrue to the whole program. At times, extreme cost may influence this lower rating.

Desirable: A desirable unit is one which would improve the program significantly and is reasonable. No major activity, function, or objective would be entirely lost without it, since some other unit might serve the purpose somewhat. At times, extreme cost may influence such a rating.

Ommission: If a facility unit is omitted for a certain sex or for a certain school level, the implication is that the unit is unnecessary or undesirable in that instance.

These degrees of priority have been indicated below for the units of facility now found in the better junior and senior high schools of the country.

#### THE NEED FOR GYMNASIUM AND OUTDOOR AREAS

### Determining Gymnasium Needs

The matter of determining how many gymnasiums or play fields are needed is a function of (1) the school enrollment, (2) the number of years physical education is to be required, (3) the number of days a week to a class, (4) the number of class hours in a school day, (5) the size of class or section, (6) the scope of each of the school physical education and recreation programs (class instruction, remedial classes, co-recreational periods, intramurals, interschool athletics, and community use), (7) the separation of classes by sex, and, possibly, (8) available trained personnel.

#### Class Instruction Needs

The standards recommended in time requirement is a five-day-a-week program for all three years of each secondary-school level. The recommended length of a period is 55 minutes. With 5 minutes passing time, there would be 6 periods in the typical school day, starting at 8:30 A.M. and ending at 3:30 P.M., if one hour were taken for lunch. Slight modifications of these time limits are generally made to provide for a period devoted to activity, club, or guidance functions.

#### RELATIVE NEED FOR FACILITIES

	Institutional Level					
Facility Units	Junior Hi	gh School	Senior High	School		
	Boys	Girls	Boys	Cirls		
I. Administrative						
A. Office Suite	Indisper	isable*	Indispensable			
B. Supply Storage	Indisper	isable	Indispensable			
C. Apparatus Storage	Essent	ial	Essential			
D. Equipment Drying			Indispensable	Essential		
E. Ticket Office	Desira	ble	Indispensable	Desirable		
F. Custodial	Indispen	sable	Indispensable			
G. Laundry	Essent	ial	Essential			
II. Instruction-Recreation						
A. Play Fields	Indisper	sable	Indispensable			
B. Gymnasiums	Indispen		Indispensable			
C. Athletic Fields	Desirable		Indespensable			
D. Swimming Pool	Essent	ial	Essential			
E. Classroom	Desira	ble	Desirable			
F. Dance Studio		Desirable	Desi	rable		
G. Squash-Handball	Desira	ble	Desirable			
H. Special Activity	Desira	ble	Desirable			
I. Recreation Gameroom	Desira	ble	Essential			
J. Clubroom	Desirable		Essential			
K. Playground	Desira	ble	Essential			
III. Service						
A. Health Suite	Indispen	sable	Indispensable			
B. Locker Room	Indispen	sable	Indispensable			
C. Check Room	Desiral	ole	Essential			
D. Shower Uoom	Indispens	able	Indispensable			
E. Drying Room	Desiral	ole	Desirable			
F. Towel Room	Essenti	al	Essential			
G. Toilet-Washroom	Indispens	able	Indispensable			
H. Tea Room			Essential			
I. Trainers' Room			Indispensable			

\*This Implies Dual Use

It is recommended that class size be kept at approximately 36 for regular classes. Remedial or swimming classes should be smaller, not over 24 certainly. With the usual efficiency error of about 25 per cent, the general classes which average 36 might be expected to range from 27 to 45 in size. It can readily be seen that classes averaging 40 would accordingly range from 30 to 50 in particular instances. For effective instruction and guidance for total fitness, the class of 50 is prohibitive.

The table below indicates the school enrollments which may be accommodated in class instruction only, under certain policies of years of requirement, days per week, and class size. It shows school enrollments in class instruction accommodated per teaching station under certain policies of requiring physical education.

		Year	of Requires	nent
Years Required		3	2	1
Days per week	Size of class	School Envollment	School Enrollment	School Enrollmen
2	35	420	630	1260
	40	480	720	1440
21/2	35	420	630	1260
	40	480	720	1680
3, 4,	35	210	315	630
or 5	40	240	360	720

Under a given set of conditions or policies, then, and administrator should, with due consideration of the desirability of *ideal* standards, provide one additional teaching station for each enrollment, or major fraction thereof, in excess of the given school enrollment in the table.

For the purpose of providing indoor teaching stations, a swimming pool or a remedial room (special activity room) could be considered as providing 2/3 of a teaching station. The pupil load for the latter room could not be as effective as other units unless planned for multiple use since the number in need of special activities rarely exceeds one sixth to one tenth of the school enrollment.

Since the average school in the United States is below 200 in enrollment, it can be seen that there is no reason why the ideal three-year, five-days-a-week program could not be offered in those schools, except local policy, lack of finance, or lack of available trained teachers.

# Determining Outdoor Area Needs

Outdoor instruction is more to be desired than indoor instruction, weather and activity permitting. Here again the small rural school usually has the advantage over the large city school in that acreage is much less expensive and practically always available. The present dearth of such provisions seems to be inexcusable in those schools.

Assuming the same conditions to exist as for determining gymnasium needs for class instruction only, the following considerations will indicate the outdoor spaces indispensable for classes of normal size (36-40) for selected sports.

Season	Sport	Boys No. of Ireas	lereage	No. of Players	Sport	Girls Areas	Acreage	Players
-	LaCrosse	4.0	5	40	Field Hockey	2	2	44
Fall	Soccer	2	2-4	44	Soccer	2	1.5	44
	Touch Football or Speedball	2	2	44	Speedball	2	1.5	44
Spring	Softhall	2	1	40	Softball	2	1	40
	Volleyball	4	1/6	48	Volleyball	4	1/6	48
Both	Tennis	4-8	1	32	Tennis	4-8	1	32

Since spring sports can be played upon the same fields used for all sports, and individual dual sports (except for tennis) can be played on the same areas, it would seem that the needs for class instruction for a single class of boys and a single class of girls at one period can be met by the provision of from eight to seven acres depending upon the sports to be desired. If multiple sections of boys or girls are scheduled at any one period, then this acreage will need to be multiplied by the number of sections. It is quite feasible to utilize at least the practice football field for class instruction. In small schools or in large schools where space is at a premium, it would seem to be expedient to use the regular football field for class instruction. Limited use for three or four home games is indefensible. The track and, field areas should also be used for class instruction as well as for interschool athletics.

# Selected Bibliography

American Association for Health, Physical Education, and Recreation. Essentials for Developing Community Recreation. The Athletic Institute, Chicago. 1948. 27 pp.

American Association for Health, Physical Education, and Recreation. Children in Focus, Their Health and Activity. American Association for Health, Physical Education, and Recreation, Washington 6, D. C. 1954. 277 pp.

American Association for Health, Physical Education, and Recreation. Developing Democratic Human Relations Through Health Education, Physical Education, and Recreation. American Association for Health, Physical Education, and Recreation, Washington 6, D. C. 1951. 562 pp.

American Association for Health, Physical Education, and Recreation. Mobilization Conference for Health, Physical Education, and Recreation, March 19-21, 1951. American Association for Health, Physical Education, and Recreation, Washington 6, D. C. 1951. 71 pp.

 American Association for Health, Physical Education, and Recreation. Physical Education for High-School Students. American Association for Health, Physical Education, and Recreation, Washington 6, D. C. 1955. 406 pp.

 American Association for Health, Physical Education, and Recreation, "Today's Challenge for Fitness," Journal of the American Association for Health, Physical Education, and Recreation, Vol. 22, No. 3, October 1951, p. 16.

 American Association of School Administrators, Health in Schools. National Education Association, Washington 6, D. C., 1951, 477 pp.

 American Association of School Administrators. Safety Education. National Education Association, Washington 6, D. C. 1940, 544 pp.

 Association for Supervision and Curriculum Development. "Child Growth and Development, Characteristics and Needs," (Chart), Organizing the Elementary School for Living and Learning. National Education Association, Washington 6, D. C. 1947. 211 pp.

 Bookwalter, Karl W. "National Survey of Health and Physical Education Programs in High Schools," Contributions No. 4. American Academy of Physical Education, National Education Association, Washington 6, D. C. 1955.

 Broady, Lois Pedersen, and French, Esther. Suggestions for Making Use of Physical Fitness for the Victory Corps. University of Nebraska, Lincoln. 1943. 8 pp.

 Brownell, Clifford Lee. Principles of Health Education Applied, McGraw-Hill Book Company, New York, 1949. 366 pp.

 Burnham, William H. The Wholesome Personality. D. Appleton and Company, New York. 1932. 713 pp.

 Cassidy, Rosalind. Curriculum Development in Physical Education. Harper and Bros., New York. 1954. 397 pp.

 Committee on Interscholastic Athletics, "Cardinal Athletic Principles," *Journal of Health and Physical Education*, Vol. 18, No. 7, September 1947, pp. 435, 557, 558.

- Committee on Workshops, Progressive Education Association. Physical Education in the Secondary School. Haddon Craftsman, Inc., Camden, N. J. 1940. 120 pp.
- Conference on Co-operation of the Physician in the School Health and Physical Education Program, Physicians and Schools. American Medical Association, Chicago. 1948. 32 pp.
- Cowell, Charles C., and Hazelton, Helen W. Curriculum Designs in Physical Education. Prentice Hall, Inc., New York. 1955. 403 pp.
- Crow, Lester D., and Crow, Alice. Our Teenage Boys and Girls. McGraw-Hill Book Co., New York. 1945. 366 pp.
- Daniels, Arthur S. Adapted Physical Education. Harper and Bros., New York, 1954, 538 pp.
- Delaware State Department of Public Instruction. An Evaluation of the Driver Education Program in the State of Delaware in Terms of the Performance Records of the Participants in the Program, Bul. No. 29-54. Department of Public Instruction, Dover, 1955, 44 pp.
- Educational Policies Commission. Education for All American Youth. National Education Association, Washington 6, D. C. 1944. 421 pp.
- Educational Policies Commission. Education for All American Youth—A Further Look. National Education Association, Washington 6, D. C. 1952, 402 pp.
- Educational Policies Commission. Educational Policies for Community Recreation. National Education Association, Washington 6. D. C. 1940.
   pp.
- Educational Policies Commission. Moral and Spiritual Values in Public Schools. National Education Association, Washington 6, D. C. 1951, 100 pp.
- Educational Policies Commission. Planning for American Youth. National Education Association, Washington 6, D. C. 1944. 63 pp.
- Educational Policies Commission. The Purposes of Education in American Democracy. National Education Association, Washington 6, D. C. 1938, 157 pp.
- Educational Policies Commission. School Athletics, National Education Association, Washington 6, D. C. 1954. 116 pp.
- 28a. Gilliland, John W. School Camping—A Frontier of Curriculum Improvement. Washington 6, D. C: Association for Supervision and Curriculum Development, 1201 Sixteenth Street, N. W. 1954.
- Grout, Ruth. Health Teaching in Schools. W. B. Saunders Company, Philadelphia. 1953. 353 pp.
- Hetherington, Clark W. The Relation of Physical Education to Health. New York University Press Bookstore, New York City. 1924. 7 pp.
- Jersild, Arthur T. Training and Growth in the Development of Children. Bureau of Publications, Teachers College, Columbia University, New York City. 1932. 73 pp.
- Joint Committee on Athletic Competition for Children of Elementary and Junior High-School Age. Desirable Athletic Competition for Children, National Education Association, Washington 6, D. C. 1952. 46 pp.
- Joint Committee on Health, Physical Education, and Recreation in Rural Schools. Physical Education in Small Schools, American Association for

Health, Physical Education, and Recreation, Washington 6, D. C. 1948, 158 pp.

Joint Committee on Health Problems in Education. Health Education. National Education Association, Washington 6, D. C. 1951. 368 pp.

 Joint Committee on Health Problems in Education. Health Appraisal of School Children. National Education Association, Washington 6, D. C. 1948.
 29 pp.

 Joint Committee on Health Problems in Education. Individual Height-Weight Record Card, National Education Association, Washington 6, D. C. 1947.

 Joint Committee on Health Problems in Education. Mental Hygiene in the Classroom. American Medical Association, Chicago. 1940. 71 pp.

 Joint Committee on Health Problems in Education. The Physical Educator Asks About Health, National Education Association, Washington 6, D. C. 1951. 18 pp.

 Joint Committee National Education Association and American Medical Association. School Health Services. National Education Association, Washington 6, D. C. 1953. 486 pp.

 Joint Committee of the National Association of Secondary-School Principals and the American Association for Health, Physical Education, and Recreation. Administrative Problems in Health Education, Physical Education, and Recreation. National Education Association, Washington 6, D. C. 1953. 136 pp.

 Joint Committees of the Society of State Directors, American Association for Health, Physical Education, and Recreation, and National Education Association, Physical Education, An Interpretation. American Association for Health, Physical Education, and Recreation, Washington 6, D. C. n. d. 10 pp.

 Joint Committee on Standards for Interscholastic Athletics, "Standards in Athletics for Boys in Secondary Schools," Journal of the American Association for Health, Physical Education, and Recreation, Vol. 22, No. 7, September 1951, pp. 16-18, 20.

 Joint Committee on Terminology in School Health Education, "Report of the Committee on Terminology in School Health Education," Journal of the American Association for Health, Physical Education, and Recreation, Vol. 22, No. 7, September 1951, p. 14.

 Kilander, H. F. Health Services in City Schools. U. S. Office of Education Bulletin 1952, No. 20. Government Printing Office, Washington 25, D. G. 1952. 68 pp.

 LaPorte, William Ralph. The Physical Education Curriculum. University of Southern California, Los Angeles. 1951. 98 pp.

 Layman, Emma McCloy, Mental Health Through Physical Education and Recreation. Burgess Publishing Co., Minneapolis. 1955. 520 pp.

Leyhe, Naomi L. Attitudes of the Women Members of the American Association for Health, Physical Education, and Recreation Toward Competition in Sports for Girls and Women. P. E. D. Thesis, School of Health, Physical Education, and Recreation, Indiana University, Bloomington. 1955. 270 pp., typed.

 McNeely, Simon A., and Schneider, Elsa. Physical Education in the School Child's Day. U. S. Office of Education Bulletin 1950, No. 14. U. S. Government Printing Office, Washington 6, D. C. 1953. 94 pp 49. Moss, Bernice, and Orion, W. H., "The Public School Program in Health, Physical Education, and Recreation," Journal of Health and Physical Education, Vol 10, No. 8, October 1939, pp. 435-439, 494.

50. Nash, Jay B. Physical Education: Interpretations and Objectives. A. S. Barnes

and Co., New York City. 1948. 238 pp.

51. Nash, Jay B. Teachable Moments, A New Approach to Health, A. S. Barnes, and Co., New York City. 1938, 243 pp.

- 52. National Association of Secondary-School Principals, Administration of Health, Physical Education, and Recreation in Secondary Schools, Vol. 37, No. 195, May 1953.
- 53. National Commission on Safety Education. The Physical Education Instructor and Safety. High Schools Series, Bul. No. 2. National Education Association, Washington 6, D. C. 1948. 48 pp.
- 54. National Commission on Safety Education. The High-School Principal and Safety. High School Series, Bul. No. I. National Education Association, Washington 6, D. C. 1948. 31 pp.

55. National Committee on School Health Policies. Suggested School Health Policies. American Medical Association, Chicago, 1945, 46 pp.

- 56. National Conferences on Physical Education for Children of Elementary-School Age. Physical Education for Children of Elementary-School Age. The Athletic Institute, Chicago. 1951. 47 pp.
- 57. National Conference on Physicians and Schools. Report of the Fourth National Conference on Physicians and Schools. American Medical Association, Chicago, 1954, 103 pp.
- 58. National Council of Chief State School Officers and Association of State and Territorial Health Officers. Responsibilities of State Departments of Education and Health for School Health Services. National Council of Chief State School Officers, Washington 6, D. C. 1951. 51 pp.
- 59. National Facilities Conference. A Guide for Planning Facilities for Athletics, Recreation, Physical and Health Education. The Athletic Institute, Chicago. 1947. I27 pp.
- 60. National Federation of State High-School Athletic Associations. 1954-1955 Handbook. The Federation, Chicago. 1954, 67 pp.
- 61. National Recreation Workshop. Recreation for Community Living, Guiding Principles. The Athletic Institute, Chicago. 1952. 167 pp.
- 62. National Safety Council. Safety in Physical Education and Recreation. National Safety Council, Chicago. 1941. 95 pp.
- 63. National Safety Council, School and College Division. Safety Education Methods in Secondary Schools. National Safety Council, Chicago. 1940. 104 pp.
- 64. National Section for Girls' and Women's Sports. Desirable Practices in Sports. National Education Association, Washington 6, D. C. 1953. 4 pp.
- 65. National Society for the Study of Education. Adapting the Secondary School Program to the Needs of Youth. University of Chicago Press, Chicago. 1953. 316 pp.
- 66. National Society for the Study of Education. Adolescence, University of Chicago Press, Chicago, 1944. 358 pp.
- 67. National Workshop on Recreation (1953). The Recreation Program. The Athletic Institute, Chicago. n. d. 342 pp.

- Oberteuffer, Delbert. School Health Education. Harper and Bros., New York. 1954. 454 pp.
- Patterson, R. S., and Roberts, Beryl J. Community Health Education in Action. C. V. Mosby Co., St. Louis 1951. 346 pp.
- Scott, Harry Alexander. Competitive Sports in Schools and Colleges Harper and Bros., New York. 1951. 604 pp.
- Shephard, George E., and Hamerson, Richard E. Interscholastic Athletics. McGraw-Hill Book Company, New York. 1953. 276 pp.
- Staley, Seward C. The Curriculum in Sports. W. B. Saunders Co., Philadelphia. 1934. 378 pp.
- Swanson, Marie. School Nursing in the Community Program. Macmillan Company, New York. 1953, 543 pp.
- U. S. Department of Interior, Office of Education. Health Work and Physical Education, Bul. 1932, No. 17, National Survey of Secondary Education, Monograph No. 28. Government Printing Office, Washington 25, D. C. 1933, 98 pp.
- U. S. Department of Interior, Office of Education. Intramural and Interscholastic Athletics, Bul. 1932, No. 17, National Survey of Secondary Education, Monograph 27. Government Printing Office, Washington 25, D.C. 1933, 143 pp.
- U. S. Department of Interior, Office of Education. Safety and Health of the School Child, Pamphlet 75. Government Printing Office, Washington 25, D. G. n.d. 29 pp.
- U. S. Federal Security Agency, Office of Education, Committee on Wartime Health Education for High Schools. *Physical Fitness Through Health Educa*tion for the Victory Corps. Government Printing Office, Washington 25, D. C. 1943.
- U. S. Federal Security Agency, Office of Education. Physical Fitness Through Physical Education. Government Printing Office, Washington 25, D. C. 1942. 102 pp.
- U. S. Federal Security Agency, Office of Education. Priorities in Health Services for Children of School Age. Government Printing Office, Washington 25, D. C. n.d. 24 pp.
- U. S. Federal Security Agency, Office of Education. Teacher Education for the Improvement of School Health Programs, Bul. 1948, No. 16. Government Printing Office, Washington 25, D. C. 1948. 37 pp.
- Wetzel, Norman C., (M. D.) Instruction Manual in the Use of the Grid for Evaluating Physical Fitness. NEA Service, Inc., Cleveland. 1941. 11 pp.
- Wetzel, Norman C., (M. D.) The Treatment of Growth Failure in Children. NEA Service, Inc., Cleveland. 1948. 102 pp.
- 83. Wheatley, G. M., and Hallock, G. T. Health Observation of School Children. McGraw-Hill Book Company, New York City. 1949. 491 pp.
- Williams, Jesse F., and Abernathy, Ruth. Health Education in Schools. Ronald Press, New York City. 1949. 316 pp.
- Yoho, Robert. Functions of the Health Council. State Board of Health, Indianapolis. May 25, 1949. 4 pp., mimeographed.

# Recreation and Outdoor Education Contribute to Fitness

## **OVERVIEW**

HE vast increase in leisure time, the startling growth in the number of mentally ill, and the disturbing trend toward participation in spectator rather than vigorous leisure-time activities are community problems pointing to an increasing need for organized recreation and outdoor education programs designed to preserve and improve fitness. Since one of the seven cardinal principles of education is "preparation for the worthy use of leisure time," the school is charged with a strong responsibility for recreation and outdoor education.

It is not surprising that in an effort to escape from the work-a-day routines of modern living, millions of people are seeking the outdoors. Here again, this poses a serious problem for most communities. A great majority of these people lack the basic knowledges and skills with which to enjoy wholesome recreation activities in the out-of-doors. As a result, there is widespread abuse and misuse of our dwindling natural resources. This situation points to a serious need for comprehensive outdoor education programs conducted by the school.

The first important recreation responsibility of the community high school is to encourage its students to develop interests and basic skills in a variety of wholesome activities which may be enjoyed throughout life. Another important responsibility of the school is to provide the necessary leadership, facilities, and programs to meet the recreation needs and desires of the entire community. Thus, the school principal should provide general leadership to the program of the secondary school and the neighborhood or community recreation program.

Outdoor education is related to many subjects and activities in the secondary school and becomes the responsibility of the whole educational program of the community school. The community itself, with all of its resources, should constitute the learning environment, with the school and other community agencies providing leadership, facilities, and materials necessary for carrying out the educational program designed by the people. The use of the outdoors as a laboratory for subjects such as the physical

sciences, for example, might consist of field trips and excursions, accompanied by classroom preparation and follow-up. A similar example in physical education might be casting, shooting, boating and water activities, use of the compass, and archery, along with other outdoor skills.

An excellent example of a community school system which is conducting an outstanding recreation program is that of Great Neck, New York. Here the board of education has been designated by the community as the sponsor for the community recreation program. By virtue of this community responsibility, recreation in Great Neck is considered a definite phase of the over-all educational program and is so administered by the board.

While much is being done in outdoor education in some places, the program lags far behind public interest and need. It is this challenge that led the American Association for Health, Physical Education, and Recreation to initiate a new venture in leadership training for schools and colleges. Following the effective development of a pattern of operation for business-industry-education, the Associated Fishing Tackle Manufacturers, and industries representing sporting arms and ammunition manufacturers are co-operating by providing a grant of funds to the Association to finance an Outdoor Education Project. The primary function of the Project will be to initiate a continuing program of leadership training, interpretation, preparation of materials, and program development in outdoor education.

# Recreation and Outdoor Education Contribute to Fitness

## Part I.—RECREATION

MEANING AND IMPORTANCE OF RECREATION

T HAS long been established that recreation is a fundamental human need essential to the well-being and fitness of all people. An increasing awareness of the fundamental importance of recreation, however, has been brought about by a number of disturbing factors in our modern society. Technological progress has resulted in the shorter work week and a vast increase in leisure time for the average worker. Accompanying this increased leisure has been an alarming growth in the number of mentally ill. A third factor which has strong implications for fitness is the present-day trend toward participation in spectator activities—a trend toward watching rather than vigorously participating in body-building, leisure-time activities.

In an age of expanding leisure, each community is faced with the problem of helping its citizens occupy their leisure time with worth-while pursuits. Past experience has shown that the most successful solution to this problem is to provide a broad program of community recreation activities which will appeal to the needs and desires of citizens of all ages.

In dealing with youth and recreation, one is brought face to face with the question of the meaning of recreation. One concept of the function of recreation is illustrated by the following: "Most people die at thirty and are buried at sixty. The function of recreation is to shorten the period between death and interment." Certainly recreation when applied to youth cannot be fitted to such terms as "whiling time away pleasantly" or "leisure time." Rather the terms recreation and education are thought of as being essentially synonymous in nature. Recreation might well refer then to activities that are not connected with one's job although even here the line is indistinct. At any rate, education here is thought of as having to do with growing, with learning, with making an individual a greater contributor to the group welfare rather than with leisure as such or the passing away of time. Of course, this concept does not preclude the functions of relaxation or of instructed group play.

One thinks of a youth as a person who has a mission in life by virtue of the very fact that he is young and growing. Recreation belongs in secondary education only if it can justify itself in the sense that it contributes to the growth and development of a generation of vibrant, competent, skillful citizens in our democratic society. It is apparent that this concept makes it very difficult to distinguish between such activities as go on in extraclass organizations, home rooms, and physical education classes.

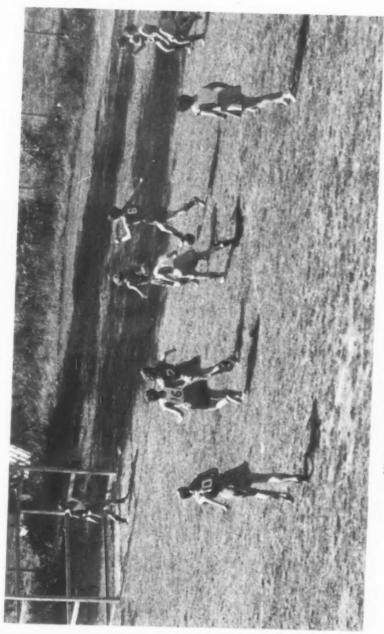
THE SCHOOL'S RESPONSIBILITY IN RECREATION

The school has long been charged with a strong responsibility for recreation. As early as 1917, the National Education Association listed "preparation for the worthy use of leisure time" as one of the seven basic objectives of education (5).

The first important task of the school in discharging this responsibility is to encourage its students to develop interests and basic skills in a variety of wholesome activities which may be enjoyed throughout life. Many of these interests and skills will come from the learning experiences provided in physical education and the other organized classes in the school curriculub, such as art, music, vocational arts, etc. Others will develop out of the play activities, interscholastic athletics, and other extraclass activities and experiences provided by the school. These learning experiences must be constantly re-axamined to make sure that they are really contributing to the development of leisure time interests and skills. Failure to do this may deny students the right to enjoy many types of recreation activities in later life.

Another important recreation responsibility of the school is to provide the necessary leadership, facilities, and programs to meet the recreation needs and desires of the entire community. This responsibility has emerged with the concept of the community school. It is not a concept that the school should have complete responsibility for recreation in every community. There are many community agencies, both public and private, which share the responsibility for providing adequate recreation opportunities for the entire community. There is, however, a growing realization of the importance of the school as a community center for recreation and adult education. Not only is the school centrally located, but, in a great many smaller communities, it is the only agency capable of supplying the leadership, facilities, and funds necessary to meet the recreation needs of the community. Since small communities constitute the vast majority of communities throughout the nation, the role of the school in recreation is an exceedingly important one.

With the growing realization that recreation is a fundamental human need, essential to the well-being of all people, has come more and more public demand for use of school facilities for community recreation during after-school hours and throughout the summer months. To permit an expensive school plant to lie idle while facilities are needed for community recreation programs is an obvious waste. The consolidation of schools into larger and more effective administrative units and the construction of modern school plants with complete recreation facilities have greatly enhanced the school's ability to provide organized programs of community recreation.



Vigorous team sports for girls develop co-ordination and endurance.



Cross country running builds physical endurance.

A real concern now facing the secondary schools is the obvious necessity of half-day sessions because of the wave of young people now entering high school. The implications of this problem and how it will affect the school's recreation responsibility are tremendous.

### THE COMMUNITY HIGH SCHOOL AND RECREATION

The aspirations of the profession in regard to the relationship of the public school to community recreation programs have been fairly well stated. However, the application of this philosophy at the secondary-school level has not been explicitly stated. A good beginning was made in THE BULLETIN of the National Association of Secondary-School Principals for May 1953. Community school demonstrations throughout the country have made the principles involved more meaningful. An attempt will be made here to restate these principles in the light of recent experiences.

1. The optimal development of human personality is the purpose of the community secondary school. Programs should be planned on the assumption that learning is a life-long, all-day process; that it is inherent in all activity and especially in new activity. The formal and informal curricular activities of the school all have recreational implications. The school should also plan to capitalize on the learning inherent in the activities of youth that take place in connection with other institutions such as the home, the church, and voluntary social organizations.

The community secondary-school authority should plan, construct, and make available a school plant (both building and site) and equipment designed to facilitate the school program and the total community recreation program.

3. The community secondary school should identify itself as a member agency with the over-all neighborhood or community planning agencies concerned with recreation. It should give aggressive leadership to such activities as surveying needs and initiating new programs adjudged necessary by the planning group, conducting joint operations, using community resource persons, and carrying on cooperative program evaluation.

4. The community secondary school is a leadership service agency, and its staff should include members possessing competencies for contributing to the growth of youth and adults in a wide variety of recreational experiences. This staff must be considered as a part of the total community staff engaged in enriching community life. Since serving all of the needs of a population would require a number of specialized persons, staff scheduling should be flexible to the end that these specialists will be used to good advantage. The staff should plan recreation opportunities for and with children, youth, and adults, and should continuously evaluate programs in terms of need, interest, and efficiency.

5. The principal of the secondary school should provide general leadership to the program of the secondary school and the neighborhood or community recreation program. In the role of general administrator, he should represent the working group to the community education authority, should provide liasion and communication between groups, should be concerned with staff growth, and,

lastly, should assist in the co-operative evaluation of programs.

What have our secondary schools done in the field of recreation? Twentyfive years ago only about half of them had recreation facilities. Today

nearly all have the facilities, e.g., 89 per cent have gyms. But do they have the program? Precise data on the extent to which secondary-school pupils participate in recreation programs are not available. A study done by the National Education Association (8) indicates that, in larger school systems, students are enrolled three times more frequently in physical education than in recreation. As school systems decrease in size, a smaller percentage of the students are enrolled in physical education and a larger percentage are enrolled in recreation, the relation being 79 per cent enrolled in physical education to 52 per cent enrolled in recreation in cities and villages of from 2,500 to 5,000. Actually, the meanings of these enrollments are not very clear since the unit of experience referred to is vague. The high enrollment shown in physical education in all urban schools is significant, and it must be assumed that, even though many physical education programs suffer from narrowness, there still are many learnings being gained through physical education that would be considered as recreational learnings according to any reasonable definition of recreation that one might

Actually, aside from activities of the scheduled hours of the school day, the secondary school is in an exploratory stage. Even when the school plant is used for community recreation purposes, the school program and staff are often not involved. The program is too often that of another agency using the school plant.

In 1944 the Educational Policies Commission, in a bulletin published in co-operation with the American Association for Health, Physical Education, and Recreation, entitled Educational Policies for Community Recreation, took a forthright position on community recreation. The secondary school has shared in subsequent developments, but more in the sense of a few experiments rather than a vast increase in program. The school camping programs in Dearborn, Michigan, and San Diego County, California, are good examples. The co-ordinated community programs in Great Neck, New York, and Long Beach, California, involve the secondary schools. Another encouraging development is the planning of new secondary-school plants with after-school use in mind.

Nor is the secondary school wholly at fault. Communities as a whole have not in general become sufficiently co-ordinated to utilize the secondary-school staff and plant effectively. The community school system and its secondary-school component cannot operate unilaterally. They must operate in terms of the several sociological dimensions of the community. The school must study the problem of community co-ordination.

The November 1955 issue of *The Annals of the American Academy of Political and Social Science* (6) is a splendid contribution to the problem of school-community co-operation. The problem of recreation is dealt with specifically, but more important is the review of human learnings in regard to co-ordinated community operations.

The goal of achieving a co-operative, broad, year-round recreation program for the entire community has scarcely been approached. The next step is to encourage every secondary-school staff to study this problem.

#### PLANNING THE COMMUNITY CURRICULUM

A secondary school which plans to expand its services in recreation should consider three approaches. Since the first obligation of the school is to its students, the *first* step should be a study of student needs, including the needs of students the school has failed to hold. Such a study should include an examination of participation in the existing secondary-school program and in the various programs offered to youth in the community. Problems of delinquency, as well as student participation in community leadership, should be studied.

The *second* approach would be that of planning and organizing the recreation activities needed to supplement the existing recreation program provided by the school. This is a task for a joint student-parent-faculty committee.

The *third* approach would be community planning. This would be done in co-operation with existing over-all community planning agencies. At this point, the importance and function of curriculum planning should be considered. The following quotation is very much to the point:

The purpose of city planning and its more recent developments into regional planning is to make cities and regions convenient, healthful, and attractive places in which people may work, play, learn, and otherwise express themselves in well-rounded living. This is an aim shared also by other civic endeavors; the special province of city planning is comprehensive treatment of the wide range of problems relating to the physical aspects of the city or other unit—its streets, railroads, waterways, public services; its public buildings; schools and other cultural centers; parks, recreation grounds, and other open spaces; and the development of housing, industry, and other private property. (7:481)

The expansion of the secondary-school curriculum and the effects of the community school movement have had a desirable influence as far as recreation is concerned. It now seems, however, that communities should move into a new field of planning. The expansion of the community school curriculum is not enough by itself since the school is only one of the community's agencies. Therefore, as representatives of the secondary schools, voluntary agencies, and official agencies seek to meet more youth needs, they will find it necessary to plan and build programs in terms of some comprehensive theory. This theory might be called the *community curriculum theory*.

No one institution or approach can care for all of the learning needs of the people. It is necessary to invent a new concept—one that has been missing in previous formulations of the solution. This is the concept of the community curriculum or the sum total of all of the planned and contrived learning experiences of the community; of the impact of all of the

natural and man-made resources of the community; and of all of the supervised education, recreation, and group work in the community. It refers to all of the creative learning experiences of the people of a community. It is a community curriculum in the sense that it grows out of the needs, interests, resources, and conditions of the community. It is a curriculum and, thus, it is planned within minimal limits. It is planned and, thus, it requires a marshalling of resources and facilities, each one in relation to the other.

A recognition of the community school concept is shown in a very simple and direct manner in a recent curriculum document (9). In this case, a document designed to describe the purposes and operations of the junior high-school program concludes with two sections not ordinarily found in curriculum documents. The first one is called "The Home and School Working Together." This section explains the role of the parent-teacher association and lists the ways in which parents can co-operate with the school. The final section of the bulletin is entitled "Community Services to the Junior High-School Student." This section consists of an inventory of the services offered by the following agencies: Public Library, Public Museum, Grand Rapids Art Gallery, Grand Rapids Child Guidance Clinic, Recreation Department, Camp Fire Girls, Boy Scouts, Girl Scouts, Young Men's Christian Association, Young Women's Christian Association, Camp O'Malley, and Camp Blodgett. Inclusion of these agencies recognizes the principle that the child is educated by the community and not by the school alone.

#### CATEGORIES OF OPPORTUNITY FOR YOUTH

One of the basic needs of modern community life is that opportunities for play, recreation, and group experience be provided for children, youth, and adults regardless of their economic or social status.

Needs for education, play, recreation, and group experience are basic human needs and every individual must in some way satisfy these needs if he is to be a well-adjusted, contributing member of society. Some people can satisfy these needs largely within the limits of their own resources, but the great mass of people can satisfy them only through grouping themselves together in rather large numbers and becoming participants in community programs. It is with this large heterogeneous group that community-supported agencies, both tax-supported and voluntary, are largely concerned.

In order to appreciate more fully what is involved in meeting the needs of these people, some categorical arrangement of opportunities seems to be desirable. Accordingly, nine general categories of these opportunities are set forth:

1. The opportunity to participate in a broad, thorough, systematic, and continuing education program

a. For young children—A program of general education aimed at developing citizenship. This should include literacy education and the development of the

general skills of citizenship and social participation in order that the individual may live richly and that the better aspects of our society will be perpetuated and enhanced. Such a program should be conducted so that the responsibility for the continued guidance of the growth of the individual will be guaranteed (2).

 For older youth and adults—This program would include a continuance of general education through the life of the individual plus training in vocational

skills as needed, including professional training (1, 3, 4).

2. The opportunity to secure guidance in areas where the individual experience is limited or in which technical factors make it impossible for the individual to deal with the problem by himself; e.g., current information on job opportunity, serious behavorial disturbances, etc.

3. The opportunity to go places and enjoy one's time, along the lines of one's own interest, by oneself, in family groups, or in the company of friends, and where

the leadership required is of a general supervisory or custodial type.

4. The opportunity to become a member of a team and engage in team play where specialized facilities and equipment, formal team organization and organizational leadership, as well as skilled leadership in the control of the competition, are required. This includes opportunity for those individuals who have special needs because of timidity, inadequate skills, or lack of proper social contacts and adjustments, to secure an understanding of their problem, beneficial association, and technically skilled guidance.

5. The opportunity to participate with other people of like interest and skill in socially acceptable activities that require specialized facilities and equipment, in-

formal organization, and skilled leadership.

6. The opportunity to belong to a club or group where the satisfaction of group association and acceptance can be secured, where initiative and leadership ability will be recognized and where participation in the management of one's own activities is made possible, all under the general guidance of qualified leadership.

The opportunity of individuals and groups to become associated with and participate in programs of national and international character, and designed

to meet the needs of special age groups.

8. The opportunity to meet with neighbors and friends in a social environment to discuss current problems, civic improvements, to survey community needs, etc., and thus participate in a program of community well-being with the aid of stimulating leadership.

9. The opportunity, for growing boys and girls particularly, to be associated together in a life in the outdoors and learn the skills associated with this type of living, and to learn of the habits and beauties of nature through contact with them and with the aid of organization and leadership peculiarly fitted to this purpose.

#### THE COMMUNITY HIGH SCHOOL AS A CO-OPERATIVE AGENCY

Our culture has accepted the concept of community responsibility for providing citizens with opportunities to satisfy their recreation needs. Meeting these needs requires the full co-operation and thoughtful creative planning of schools, recreation agencies, and other interested organizations and individuals. It is through such planning that the recreation needs and interests of the people may be served fully and effectively, yet

efficiently from an economic point of view. Community leaders today are confronted with the problem of determining how the school, as one of the primary community agencies serving recreation needs, can best contribute

to this over-all community program.

Such problems as the mobility of people in the modern community, decentralization of industry and business, juvenile delinquency, poor mental health, physical fitness, shorter working days and week, automation, and early retirement present challenges to the community education program. Each of these factors constitutes a part of the environment in which the community high-school principal works. Creative leadership in recreation is based on an understanding of all of these factors and a continuing effort to involve many people in improving and extending recreation services.

The community school principal can assist in the over-all community program by offering aggressive leadership as follows:

1. Recognizing that the foundation of the individual's interests, skills, and enjoyment is formed during his school years. This means maximum protection from disease and handicaps, wholesome recreation experiences, and a vigorous outdoor education program.

2. Encouraging the school to assume increasing responsibility for recreation of school-age boys and girls. This means offering a wide variety of recreation experiences which may be enjoyed both in school and after graduation, and

gradually extending guidance to family recreation.

3. Recognizing that the values accruing to children and youth through recreation experiences may, under competent leadership, make a contribution to citizenship, help in their ability to think clearly, and help them make social and emotional adjustments, as well as to further other purposes of the school. This means that the entire school staff should be involved in program planning and that consultative help should be made available as determined by need.

4. Taking part co-operatively or initiating, when desirable, planning committees or councils to conduct studies, surveys, and inventories relative to the over-all com-

munity recreation program and the role of the school in that program.

5. Participating in the planning of the construction of community recreation facilities to the end that the school may function as a civic, social, and recreational center as well as a center for formal education. This means that, through coordinated planning for new facilities, the community will be making the wisest use of its resources in providing satisfactory recreation opportunities for all its people. It means also that appropriate existing school facilities will be made available for the program.

6. Providing in-service education programs to increase staff competency in dealing with this phase of the program through clinics, workshops, conferences, ex-

tension courses, etc.

7. Recognizing recreation needs in curriculum planning studies.

8. Helping the staff identify and use local resources.

Encouraging teachers to participate in program evaluation and to develop recommendations in the light of objectives.

 Consulting and working with colleges engaged in the education of professional recreation leaders.

### FACILITIES FOR THE COMMUNITY HIGH SCHOOL PROGRAM

Co-operative use of existing facilities-One of the principles of the community school concept is that of making maximum use of school facilities for various types of community programs which will not interfere with the regular school program. Many communities are finding it economically advisable to use the school's facilities twelve to fourteen hours a day throughout the year rather than to construct separate buildings. It appears that, where there is a will toward co-operation on the part of the agencies concerned, multiple use of facilities has worked out sucessfully. It is necessary, however, to arrange for financing of extra janitorial services, utilities, leadership, and supplies, and to arrange for accountability in case of breakage or damage.

When school buildings have not been constructed with communitywide use in mind, it is usually necessary to adapt the facilities to make them more suitable for use by adults or by community agencies. Providing adequate and separate storage for equipment and supplies and putting up folding gates to prevent access to the entire building are examples of making facilities more suitable.

Functional construction of new facilities-Co-operative planning for new facilities is obligatory if maximum community use is contemplated. This calls for consultations and conferences with representatives of agencies who will use the building. Planning school facilities for use in recreation and adult education programs will require application of certain principles of design. The following are some of the features that should be considered when functional use of a school building is desired:

1. Arrange rooms so they can be used during the day for school purposes and at night for recreation or adult education

2. Locate facilities which are in demand by adult groups, such as cafeterias, auditoriums, libraries, and gymnasiums, so it will not be necessary to open the entire building

3. Provide additional storage space for materials and equipment used in the

recreation and adult education programs

4. Design heating systems so that the heating of each room can be independently controlled, or certain portions of the building can be heated without heating the entire building

5. Provide folding gates that will prevent access to unused parts of the build-6. Select equipment and floor, wall, and furniture finishes that will withstand

great amounts of wear

7. Consider air conditioning of certain rooms in the school for use in summer months when heat is excessive

8. Provide rooms, particularly the cafeteria, with movable chairs for adaptability to community use

9. Provide ventilating systems that will carry off smoke quickly in rooms to be used by adults

10. Provide offices for recreation and adult education directors

- 11. Provide adequate parking space for cars when large crowds of adults appear at the school
- 12. Avoid combining the auditorium with the gymnasium or cafeteria
- 13. Provide an auditorium that has a graduated and numbered seating plan, proper acoustical conditioning, and an adequate lighting system for stage production
- 14. Provide adequate dressing-room and storage space beside the auditorium for community use in drama shows
  - 15. Plan for educational television by providing an adequate electrical system
- 16. Provide a suitable projection room and booth for audio-visual aids or equip rooms to permit darkening for projection of slides and movies
- 17. Place the home economics room close to the cafeteria so its facilities and equipment can be used for large dinner affairs
- 18. Provide a check room plus conveniently located coat racks to accommodate adult outer clothing.

### GREAT NECK PUBLIC SCHOOLS-AN EXAMPLE

Satisfaction of the recreation needs of young people is one of the important objectives of the secondary school. Recognizing the basic wholeness of the individual student, the school prepares him to use his present leisure time constructively, equips him for future effective use of leisure time, and acquaints him with the role of recreation in American life as well as with the vocational opportunities in the field of recreation.

The secondary-school recreation program has four especially significant facets: (1) it provides a research center where, through surveys and interviews, inventories may be made of the needs and interests of youth; (2) it provides a laboratory where experiments may be conducted; (3) utilizing both its own buildings and grounds and, at times, other facilities, it furnishes a setting for activity; and (4) it serves as a medium through which evaluations are made.

The principal as responsible head and educational leader of the school has a considerable responsibility for envisioning, co-ordinating, and directing the recreation program for secondary-school youth. He is, however, more than an educator. He is a social or educational engineer concerned with (1) relating the school, as one social institution, to the community and its total program of service; (2) integrating the recreation program for secondary-school youth with the educational program; (3) effectively utilizing the schools' facilities and staff in the recreation program; (4) arranging for the use of outside facilities when needed; and (5) servicing the recreation program with professional recreation leaders either employed by the school or borrowed from public or private recreation agencies.

The Great Neck Peninsula lies at the northwesternmost tip of Nassau County, Long Island, and borders New York City on the east. Geographically, the school district is a long, narrow area approximately seven to eight miles in length and two miles from the east to the west border at

its greatest width. Within the school district itself, there are nine different villages, each of which has its own governing body. From an area formerly made up of large private estates, it has now changed into a residential section. The economic status of this community is considered to be above that of the average American community of similar size. Great Neck, as a community, has made every effort to maintain a high level of educational standards in its school system. At the present time, the population of Great Neck is approximately 46,000 and the total number of pupils accommodated in one senior high school, one junior high school, and eleven elementary schools is slightly above 8,600.

The school district boundaries encompass all nine municipalities, thereby establishing the board of education as the only organized body whose jurisdiction includes all areas. This existing geographical situation presented a logical reason for the board of education to be designated by the community as the sponsor for the community recreation program. By virtue of this community responsibility, recreation in Great Neck is considered a definite phase of the over-all educational program and is so administered by the board. With this assumption firmly established as a principle, the board of education conducts this area of educational activity within the same policy framework as all other phases of the school-sponsored program.

The direct responsibility for the administrative conduct of this program in Great Neck is placed within the jurisdiction of the Department of Health, Physical Education, and Recreation. The assistant director of the Department, who is assigned to recreation, is under the immediate supervision of the director, who in turn is responsible to the superintendent of schools. The assistant director, the Youth Center supervisor and his assistant make up the full-time staff responsible for the conduct of the recreation program. Approximately 105 part-time individuals are employed in

the various recreation activities during the year.

Recreation, as an integral part of the educational program in Great Neck, has access to all of the resources included in the school system and under the jurisdiction of the board of education. Gymnasiums, auditoriums, classrooms, and special areas of all types are available upon request, for use in the activity program. Department athletic and game equipment, visual-aid materials, and supplies for music, arts and crafts, and other activities are at the disposal of recreation personnel when needed.

The phase of the Great Neck recreation program, which is related directly to the secondary-school level and to the participants of that age range, contains most of the activities which are of interest to the secondary-school boy and girl, such as the seasonal organized athletic program with all of its many games and sports.

The majority of Youth Center activities are held in a board of education building specifically designated for such use. This diversified Youth Center program is directed largely to meet the social needs and interests of the secondary-school-age student. It is in this area of recreation that the greatest amount of interest on the part of this age-group exists. The young people themselves, as a result of their own planning, indicate their desire for activities of a social nature. Their interest in co-educational activities of all types includes dance programs, talent shows, dramatics, and parties, and clearly indicates the direction to be followed in meeting their needs.

The leaders of the Youth Center and Student General Organizations in the secondary schools co-operate in sponsoring co-educational activities, not only at the Youth Center, but in the school buildings as well. Programs which range from dances to sports nights result from this cooperative planning.

Individual or small-group interests are met through the Saturday recreation program, which functions during the school year. These interests are in the areas of arts and crafts, music, creative dancing, etc. Summer playground programs designed for children between the ages of five and eighteen meet the needs of secondary-school young people, through early evening sports and social activities, in addition to the normal daytime program.

The recreation program in Great Neck is financed from tax funds included in the official school budget. In addition to recommendations by professional staff members, the board of education seeks advice from the community in its efforts to provide adequate community programs in recreation. In order that the board of education may provide an efficient and diversified program in recreation, which has for its objectives those based upon educational principles, a community recreation advisory committee appointed by the board of education assists greatly with the problem of meeting the needs and interests of the young people. This committee, representing a cross-section of the community, is able to present the point of view of the layman. It also serves in an invaluable advisory capacity to the professional recreation staff and assists in broadening the community's conception of the recreation program.

The administrative personnel responsible for the recreation program are encouraged by the board of education to work closely with the agencies in the community concerned with recreation. The elimination of duplicate efforts by the various agencies concerned with young people males for a more efficient and economical community program. In Great Neck, planning is promoted between the schools and other agencies, including the Park Department, churches, temples, Boy Scouts, Girl Scouts, and Police Boys Clubs. The schools also co-operate with the industrial groups that wish to use the school facilities and areas. The board of education, through an organized procedure, makes available to all community agencies, upon request, school facilities and area.

In Great Neck, a continuing effort is made to evaluate the recreation program in its entirety, particularly that phase which applies to the young people of secondary-school age. A few of the criteria upon which attention is particularly focused, in so far as an evaluation is concerned, are as follows:

1. The number of participants and the degree to which they maintain their attendance in the various activities.

2. The increase or decrease, as the case may be, in the number and type of requests made for specific types of programs, and the willingness of the young people to plan and organize their programs.

3. The willingness of the community to provide additional funds each year for

the conduct of the program.

The degree of interest parents show as a result of their visitations to special activities which they have been invited to attend.

5. The degree to which individuals and groups will co-operate with recreation personnel in projects which necessitate help and assistance.

6. The type of recommendations that are forthcoming from advisory committees to the professional staff and board of education.

7. The over-all attitudes and relationship between participant, staff personnel, parent, school staff, and board of education.

## Part II.—OUTDOOR EDUCATION

### WHAT IS OUTDOOR EDUCATION?

To millions of Americans in these days, the word, "outdoors," has taken new meaning and interest. For many, it spells adventure—going camping, hunting, fishing, boating, and a wide variety of other activities that offer relaxation and change from the work-a-day routines of modern living. Others seek the open spaces to see the first harbingers of spring, to view sunsets, to wander over trails, and in many other ways discover the beauties and mysteries of Mother Nature. Whatever the reason that entices the ever-increasing hordes of human beings to seek the open spaces, it is apparent that the rush has only begun.

The term, "outdoor education," unlike some of the "specials" in general education, is not a packet of facts and subject matter to be injected into an already over-crowded curriculum. Outdoor education may be partially described as a climate for learning—a well-equipped laboratory where many of the accepted objectives of education can be more effectively attained. Outdoor education also may be considered as an emphasis in the achievement of skill, attitudes, and appreciations that are essential for fitness in this age. An illustration is the need for training for leisure-time pursuits for the additional millions of people who will seek the outdoors because of the increasing availability of leisure time. Few would deny that the educational curriculum, to date, has not included a broad enough program, particularly with respect to the use of the outdoors for developing leisure-time interests and the teaching of skills for outdoor living. Many of the other objectives of the school curriculum could be accomplished more effectively through direct experience in the outdoors. Consider, for ex-

ample, the need for a better understanding of the physical environment and man's relationship to it, as well as the implications for fitness through outdoor living. The outdoor laboratory should be used more extensively in teaching conservation, the physical and social sciences, arts and crafts, health, physical education, and other subjects and activities in the curriculum. The concept of the community school embraces outdoor education, for there are many resources in the outdoors such as forests, farms, gardens, camps, parks, sanctuaries, and the like, that are available to most schools. The maximum use of the outdoor physical environment, in achieving the objectives of education, is outdoor education. Methods and schedules may need to be changed or modified if the community itself is to become the curriculum. The search for an experiential curriculum, the desire for realism and adventure in education, and a society that has changed from rural to urban have created the need for an emphasis on outdoor education.

#### OUTDOOR EDUCATION FOR FITNESS

With a population already two or three generations removed from the land and millions of man hours of additional leisure time (the by-product of the push-button revolution known as automation), it is necessary to train children, youth, and adults for an intelligent use of the outdoors. Outdoor pursuits have significant implications for fitness if we are to have a well-integrated people who can take the new era in stride. Granting the wealth of opportunities the curriculum now offers, people face the nation's toughest problem of mental health and adjustment, for they are caught up in the very vortex of emotional strains and pressures with the unrelenting pace of modern living. As they go on in life, it is apparent that all this bonanza of new-found leisure time will not be constructively taken up in the music, art, and civic activities for which the school has equipped them reasonably well. Will the people be content with watching television or spectator sports, or shall they be trained to participate in a wide variety of activities? Will the team sports, which have so much emphasis, serve them all their lives? Realistically, they are already heading out of town in droves for more and more week-ends and vacations that demand the skills of outdoor living and recreation. At this point, the teacher and school administrator must join efforts with the conservationist so that there may be wise use of natural resources in meeting the needs of the millions that are turning to the outdoors.

### **OUTDOOR EDUCATION IN SECONDARY SCHOOLS**

Outdoor education, as herein conceived, is an integral part of the curriculum and one that has great import for fitness in the secondary-school program. Outdoor education, therefore, is related to many subjects and activities in the secondary school and becomes the responsibility of the whole educational program of the community school. The case for outdoor education, curriculum-wise, is based on the following premises:

Some of the general objectives of education and the specific learning experiences in the curriculum can be achieved more effectively by direct experience in an outdoor setting.

2. The community itself, with all of its resources, should constitute the learning environment, with the school and other community agencies providing leadership, facilities, and materials necessary for carrying out the educational program

designed by the people.

Naturally, the structure and patterns of outdoor education will vary, depending upon what the citizens desire for their schools, and the leadership and resources available. The use of the outdoors as a laboratory for subjects such as the physical sciences, for example, might consist of field trips and excursions, accompanied by classroom preparation and follow-up. A similar example in physical education might be casting, shooting, boating and water activities, use of the compass, and archery, along with other outdoor skills. Such programs that combine skills with an understanding of natural resources and their use are essential in helping children, youth, and adults to benefit from outdoor living. A second camping program would offer additional opportunities for democratic living, and, at the same time, provide many desirable outdoor experiences. The high-school outing club would serve the special interests of students who, with their sponsors, would find numerous adventures in outdoor living that would enrich the offerings of the curriculum. The rifle club or class in shooting, mindful of the thousands of youth who desire to hunt, would open new avenues to understanding of conservation as well as learning firearms safety. School farms, forests, and gardens offer unlimited opportunities for practical learning in many subject-matter areas. Work-learn experiences on the land and in community development, need to have more emphasis in secondary schools if the curriculum is to serve the needs of all vouth.

Thus, the schools, the home, and other community agencies need to examine their responsibilities for providing the kinds of programs that will more nearly meet the needs of the present age. Something can be done about outdoor education in every school. Since this publication is primarily concerned with the implications of outdoor education for fitness in the program of secondary schools, the specific activities described illustrate a variety of activities, many of which are related to the fields of health, physical education, and recreation. This in no sense implies that these constitute a complete program of outdoor education. Many people acknowledged in the introduction prepared excellent and complete descriptions of programs that can only be briefed here due to limitations of space. It is anticipated that a later issue of this publication will describe these and other outdoor education activities in more detail.

# Descriptions of Selected Outdoor Education Activities

School Camping

School camping is an effective pattern of outdoor education because it combines living experiences with learning about the natural environment. There has been a phenomenal development by both secondary and elementary schools in the use of a camp setting. A preliminary report of school camping programs, compiled by the American Association for Health, Physical Education, and Recreation, indicates there are approximately 300 school districts in the United States that use camps on school time for periods of a week, as a part of the school program. Michigan, for example, reports upwards of forty secondary schools in this list, followed by California with twelve.

The Society of State Directors of Health, Physical Education, and Recreation, working through a study committee and culminating its activities at a workshop held in Michigan in May 1955, studied the following topics in connection with school camping and outdoor education:

- 1. The place of camping and outdoor education in the school curriculum
- 2. Finance
- 3. Legal provisions
- 4. Available resources
- 5. The role of the state department of education
- 6. Emerging patterns in teacher preparation

This effort is illustrative of the interest of several national professional education organizations in the emerging programs of outdoor education.

Garvey School District, San Gabriel, California—A report from the Garvey School District, South San Gabriel, California, lists the following aims and objectives that stand out in the outdoor education program in the state:

- 1. To provide rich and firsthand experiences that will teach the pupil the nature and meaning of the terms, "conservation" and "natural resources."
- To provide wholesome and highly motivated experiences in democratic living.
- 3. To teach pupils and impress them with the value of our natural resources and of the inter-relations and interdependence of man, animals, and plants.
- 4. To present and emphasize the dramatic but disturbing facts regarding the history of our natural resources and to note the steady trend toward depletion, impoverishment, and possible social decline and decay resulting from waste.
- 5. To teach and impress pupils with the fact that America's natural resources are not inexhaustible, but must be protected and preserved.
  - 6. To study the relation of science to conservation.
- To develop scientific thinking—cause and effect—and thus provide development in problem-solving techniques.
  - 8. To familiarize pupils with conservation work now going on.
- To guide the growth and the development of proper attitudes and individual responsibilities regarding conservation work now going on.

To help pupils, not only to learn about conservation, but to live and practice it.

 To help pupils to discover and analyze natural scientific phenomena in a natural setting.

12. To provide supplementary enrichment to the regular curriculum by means of dynamic, functional, and meaningful experiences.

East Alton-Wood River High School, Wood River, Illinois—The high school conducted a three-year school-time camping program through the biology classes. This program, designed to use the outdoors as a laboratory, had the ardent support of the community and the excellent co-operation of many local and state agencies. School officials consider the experiment to have been completely successful, and recommend it to other schools.

Ann Arbor High School, Ann Arbor, Michigan—A school camping experience has been provided by Ann Arbor High School since 1949. Homeroom groups go to camp for a period of a week. A program is planned to give tenth and eleventh grade students experiences in democratic living, assuming responsibilities for doing purposeful work, and studying natural resources and how to use them. Home-room teachers go to camp with their students and are assisted by resource leaders from the Conservation Department and the colleges. Over one third of the teachers in the high school have been to camp one or more times. Work experience and the learning of outdoor skills are made possible through such activities. Building fire rings, clearing beaches, building game shelters, planting trees, cutting wood, building trails, shooting, casting, and archery are among the outdoor activities. A state group camp is rented by the school for the outdoor program. Surveys of the oponions of parents, teachers, and students indicate an enthusiastic response to the camping experience.

Cleveland Heights, Ohio—Early in the spring of 1955, a group of citizens and professional school staff members sat down to take a look at outdoor education as operated in the Cleveland Heights School program. After careful consideration, this group agreed that the outdoor education program was of unquestionable value in the total education of children in the school district. Recorded observations leading to this conclusion were made periodically throughout the past four years. In this period, many citizens and staff members made visits to these outdoor projects under all types of weather conditions.

Most significant in the report was the reference to the actual observation of regular phases of the curriculum being involved and co-ordinated in the outdoor education program. A few examples of this inter-relation were: skills of music in group singing; history in seeing an old mill and a grave yard; natural science in studying geological formations and in identifying trees and animal tracks; conservation in management of a farm woodlot; English and art in recording the daily diary; mathematics in laying out garden plots; landscaping in yard care; marketing in the sale of garden produce; measuring in observing and working with collection

and refinement of maple sap into syrup; attitudes of care and kindness in working with many types of animals and plant life; better human relations and understanding among teacher and pupils in the informal life together; and, above all, in the camp experience as a whole, a fundamental, practical training in developing the love of the outdoors as a profitable,

systematic, leisure-time activity.

It is believed that only those things which are a part of the school curriculum, or supplement and enhance the child's regular educational program, can be supported, protected, and paid for by tax money. The Cleveland Heights outdoor education program consists of: (a) educational and scientific trips under an educational guide to North Chagrin Reservation, the Cleveland Health Museum, the Cleveland Museum of Natural History, a maple sugar bush, the Cleveland Zoo, and the Cleveland Museum of Art; (b) school and home gardening; (c) school camping; and (d) nature trails and field trips on school grounds. The supervisor of outdoor education has numerous responsibilities involving, in addition to the specifics of curriculum and supervision of the camp staff and educational guide, the co-ordination of all other areas with the school science program. The outdoor education program is a definite part of the total school service on an equal status with family life education, the three R's, physical education, the recreation program, etc. The outdoor education program is carried on, with varying degrees of emphasis in different areas, twelve months of the year. However, the summer months are more or less restricted to the school-home gardening phase. School camp sessions extend approximately from September 15 through June 1, depending upon the regular school calendar. Another definite part of the educational offerings in a community-school program is the recreation program. This is closely related in many ways to the outdoor education program. For example, the community recreation program, as operated during the summer months, includes day-camping among its activities.

Lakeview High School, Battle Creek, Michigan—The Lakeview Schools were among the first to initiate a school camping program. Since 1940, when the W. K. Kellogg Foundation Clear Lake Camp was used by the Lakeview Schools, camping for elementary and secondary schools has become a regular school experience. The senior high school now uses one of the state's group camps for a student-teacher planned program that involves physical education, homemaking, English, and biology departments in a co-operative venture. The director of the program reports his renewed faith in American youth after seeing them accept responsibility, display initiative in planning, practice good health habits, grow in social behavior, and gain a better understanding of themselves. The program also improved the quality of teaching and developed better student-teacher relationships. School officials are convinced of the educational value of the school camping program.

San Diego, California—San Diego City and County schools will complete ten years of school camping this year. It is expected that 7,400 school children and more than 5,000 others will take advantage of the facilities at Camp Cuyamaca and Palomar Mountain Camp provided for them by the San Diego City-County Camp Commission. The school camp program began March 17, 1946, at Camp Cuyamaca, located in Cuyamaca State Park's 22,000 acres. At that time, it was thought of as an experimental pilot program. Now, after ten years of continuous operation, it is no longer thought of in that category. Rather, the school camping program is integrated with the school curriculum as an important experience in the instructional program. San Diego has provided one week of school camping experience for children because of the firm belief that it is sufficiently worth while to make the necessary sacrifices.

This ten years of continuous operation and growth of the school camping program has been no accident. As early as 1943, leaders in the community envisioned the need to obtain support and facilities to provide a school camping experience for children of San Diego City and County who live in an ever-enlarging urban area. This could be done only by securing the wholehearted support of the entire community.

The first important step toward that end was to have an ordinance passed by the San Diego City Council and the San Diego County Board of Supervisors in 1943, which established a camp commission and stated clearly the need, and a method by which it could be accomplished. The membership of the San Diego City-County Camp Commission includes a member of the San Diego County Board of Supervisors, a member of the City Council, and the superintendents of the city and county schools. There is employed an excellent camp staff who become teachers in the participating school systems with salaries, tenure, and benefits the same as for classroom teachers. As in other similar school camping programs, the camp pays for the cost of food, and the boards of education provide the instruction.

The Camp Commission of San Diego may rightfully look back at ten years of accomplishment with a realization that its dream has made possible an outdoor education experience for 75,000 children. The story is one of co-operative community action.

# The High-School Outing Club

An outing club is just one of several vehicles that can lead to increased appreciations, skills, and interests in the out-of-doors. It can begin functioning almost immediately within the secondary-school structure with a minimum financial concern and existing leadership. Outing clubs make it possible to serve the special interests of students without altering the already existing curricular pattern.

The story of this particular secondary-school outing club of Wellsville High School, New York, is but one of many across the country. Beginnings, organization, and activities vary to meet the requirements of specific situations and to tap indigenous resources, but the purpose is the same—to provide opportunities for students to participate in outdoor education activities.

The club began with a small group of teachers and students who met together to discuss the possibilities of such opportunities which could be school-sponsored. It was evident almost immediately that group enthusiasm was keen, and that such a club had high potential for providing unlimited opportunities for extended education. As the numbers grew, following a few exploratory trips, the group tentatively decided on several types of membership: (1) a student advisory board; (2) active club members; (3) school activities sponsored by the club and open to the student body; (4) alumni; and (5) an adult advisory board composed of faculty members representing the administration and various departments of the school, and interested community members.

Activities for the week-end are planned by the students who meet on school time during an activity period. Rotating committees, such as for the cook-outs, are selected at that time, and approval is secured from the administrative office.

Many teachers who lead the activities are selected because of their hobbies, as well as their department representation. For example, a lesson in fly-tying was giving by an English teacher; following that, a fishing trip was planned. Photography is the hobby of another teacher in the same department and of one of the administrative officers. At these outings, many good snapshots have been taken, developed at school, and posted on the "Snap of the Month" bulletin board at school. Several of the adult advisory board members have selected bird study as a hobby, so the students are quick to take advantage of this type of leadership when planning a trip.

Activities of such clubs may include recreational skills such as hiking, skiing, ice-skating, cook-outs, skeet shooting, fly-tying, fishing trips, to-bogganing, swimming, riding trips, canoeing trips, and cycling trips; it may include social and physical science studies such as conservation, bird and animal tracking, astronomy, reconstruction of history from landmarks, and a recognition of economic and social development as seen through the immediate locale (for example, determining the principal source of income, which might be from the pine crop, from a mining industry, or from farm or dairy lands).

The educational laboratories for these activities could include the school sites, wild life sanctuaries, parks and recreation areas, camps, and other public and private lands. Facilities of local organizations such as sportsmen's clubs, youth serving agencies, and conservation groups are frequently made available for such school outdoor education programs. The keynote of the program is in its spontaneity and its concomitant enthusiasm.

An Outdoor Education Class in Physical Education

A survey of school activities for 2,200 high-school students in Royal Oak, Michigan, showed a desire by many for outdoor education activities. Through the leadership of a girls' physical education teacher, a planning committee of classroom teachers and administrators decided to undertake an experimental class in outdoor education. It was decided to select a group of high-school juniors to form a class which would meet twice a week for a semester, and culminate the activities by a week's camping experience. The program, planned by the students and the teachers, included the following projects:

1. A study of local conservation projects.

New experiences in outdoor recreation such as skiing, shooting, casting, canoeing, and cook-outs.

3. Relating the history and development of nearby park and recreation areas to social studies.

 Working with classroom teachers in relating outdoor education to subject matter areas.

5. Interpreting the program to parents and teachers through newsletters and family-night programs.

Many resource leaders helped with the various activities, such as firearms safety, water safety, and conservation. Michigan State University, through an extension class and consultant services, assisted in the initiation and development of the experimental class in outdoor education. The venture was so successful that additional classes are now planned. This new development in physical education for the later high-school years appears to be a promising pattern for outdoor education.

Shooting and Firearms Safety

A novel program of firearms safety and training for shooting has been underway in New Hampshire for two years. During this short time, 82 per cent of the high schools have introduced this program into the curriculum. Community readiness probably contributed most to local program initiation. In addition, a permissive statute was enacted by the legislature in 1953. This law authorized any school district, which so wished, to teach safe handling of firearms and to appropriate money for this purpose.

Three state departments worked co-operatively to provide material for a course of study and give assistance in the implementation of the program—Education, Fish and Game, and the State Police. The last two departments were interested because it was their personnel who were usually associated with the tragedy of a firearms accident. They realized that an eventual drop in gun-accident casualty statistics would be fundamentally a matter of education.

It was made clear from the outset that each school should provide instructors from its own staff. The program administration and instruction should be teacher-centered. Fortunately, concrete evidence was available to prove the fact that skill training would be effective in reducing accidents—from the five-year record achieved by the National Rifle Association's young trainees in New York state, and from results attained through driver education programs in New Hampshire schools, which had reduced automobile casualties among trained students by at least fifty per cent.

Before the school program was available, it was necessary to establish basic concepts, provide a course of study containing material which was not a matter of the printed word, train teachers for the program, and provide access to competent consultants. School personnel must realize that the need applies to entire school populations, not just potential hunters. Statistics for New Hampshire, as well as for the entire nation, indicate that the majority of gunfire accidents occur outside the hunting field, and that juveniles are involved in more than their share.

A major objective of physical education is the providing of skills for lifetime enjoyment. Shooting can be classified as one of the activities which old and young, male or female, and even the physically handicapped can enjoy. The immediate program goal was positive skill training and the acquiring of firearms knowledge. The learning of skills in an activity which would open new avenues in outdoor education is an im-

portant outcome of the program.

A planning committee of specialists from education, conservation, state police, an arms and ammunition industry, the National Rifle Association, and rod and gun clubs was assembled. Worth-while programs depend upon some standardization of instruction—especially in the area of safety education. The logical approach for such information seemed to be from men who had firsthand knowledge of New Hampshire's actual problems in the field.

A clinic was organized and administered to the entire force of conservation officers in the State Fish and Game Department and members of the State Police. Competent lecturers and discussion leaders spearheaded this first effort. The officers served as an exploratory group, contributed their practical knowledge, and at the same time were trained to act as consultants to the schools in their districts. The Governor of New Hampshire, the Fish and Game Director, the Superintendent of State Police, the Commissioner of Education, and the late General Merritt A. Edson, former Executive Director of the National Rifle Association, all participated in the clinic. In this first effort, the elements of a practical program of firearms safety education were established. The entire clinic was tape recorded, and the proceedings were made available for future use in constructing a course of study. A second clinic was sponsored for teachers of the program and faculty members from interested schools. Eighty-four per cent of New Hampshire's school unions participated, along with superintendents and principals.

As a result of these two clinics, a group of high-school instructors, reinforced with competent consultants, had been trained for a state-wide pro-



Instruction in safe shooting is part of a secondary-school program.



Archery is a co-educational activity with good carry-over value.

gram of firearms education. The joint insight and experience of educators, law enforcement personnel, representatives from the arms and ammunition industry, and the National Rifle Association were now on record. The tape recording of the clinics and available literature were transformed into an 80-page Instructors' Guide. The subject matter was organized into logical teaching units. The Guide contains practical information concerning organization and administration of the program, program materials, audio-visual aids, method of teaching, testing procedures, school policies, and ten teaching units which include: introduction and pre-testing; general knowledge of guns, rifles, shotguns, and pistols, and ammunition; proper and safe handling of guns; instruction and demonstration range procedure and class firing; hunter's responsibility and parents' responsibility, lost hunter and non-hunter; accidents; field trips; and evaluation. Many teachers have utilized the entire program in their specific areas of instruction or taught certain units through course integration.

As a result of administrator and teacher evaluation, the program received high approval, not only by school personnel, but also by parents and the participating students. Instructional level was judged most effective for grades 8, 9, and 10.

In addition to the *Instructors' Guide*, the Fish and Game Department produced two excellent sound-color films which may be obtained on a rental basis. The first, "Death Is a Careless Hunter," is dramatic shock treatment. It re-enacts a deer-hunting fatality which actually took place in the New Hampshire woods a few years ago and the subsequent law enforcement routine and emotional impact on the man who did the shooting.

The second film, "Tomorrow We Hunt," is the story of a teenage boy who, wanting to handle his gun and to hunt, used the New Hampshire Plan to persuade his dad and the school authorities to make firearms training available. This film is an attempt to describe the evolution of one state's program.

It should be emphasized that the success of the program was realized through the splendid co-operation of the State Department of Education, Fish and Game, and State Police; local rifle and sporting clubs; local school personnel; Winchester Repeating Arms; Remington Arms; Sporting Arms and Ammunition Manufacturers' Institute; and the National Rifle Association.

# School Angling

School Angling is a comparative newcomer into the educational curriculum, and, while it has been an acknowledged sport for centuries, only recently has it been organized for instruction in schools and colleges. Angling is finding rapid acceptance alongside such recreational sports as archery, tennis, and golf. It is being introduced in physical education and

school clubs by educators who believe there should be emphasis in a sport for people of all ages.

The University of Florida has included angling in the physical educa-

tion program for several years. The course outline includes:

- 1. The origin and development of angling
- 2. The values of angling
- 3. The technique of casting
- 4. The selection and care of equipment
- 5. The nature and habits of fish
- 6. The various methods of angling other than casting, such as trolling and live-bait fishing
  - 7. The technique of landing fish
  - 8. The laws related to angling
  - 9. The safety skills and precautions associated with angling
  - 10. The ethics and sportsmanship of angling
- The organization of angling clubs, field trips, casting tournaments, and angling contests
  - 12. The principles of fish conservation

Included in the course are bait casting, fiy casting, spinning, and surf casting. Angling can be added to physical education in schools and colleges with little difficulty. Casting is a skill activity in itself, and much interest can be developed in tournament casting, skish, and other contests. The greatest values in the sport accrue because of the opportunities for millions to fish.

Available to Americans are tens of thousands of lakes and rivers, as well as the vast fishing waters of the Gulf of Mexico, the Atlantic Ocean, and the Pacific Ocean. A comparatively recent development finds three new major groups of fishing waters: man-made farm ponds, public fishing lakes, and multiple-use reservoirs. The best available estimate places the number of fish-producing farm ponds at more than one million. A survey by the Sport Fishing Institute in 1953 showed that 163 public fishing lakes, ranging from fifty to several hundred acres, had been built in the preceding five years, and that seventy more, averaging one hundred and twenty acres, were under construction or in advanced planning stages. Florida with 30,000 lakes, and Michigan, Minnesota, and Wisconsin each with approximately 10,000 lakes, find millions within their borders each year drawn by the magnetic attraction of angling.

Angling approaches the proportion of being a universal sport and, as an outdoor education activity in schools and colleges, offers many opportunities for obtaining maximum satisfactions in outdoor living.

# Archery

Archery is becoming an increasingly popular outdoor activity in schools and colleges. It is logically a part of a good physical education program, and is often a club activity for those with a special interest in the sport. The State Teachers College, Cortland, New York, has emphasized archery

for many years, and the observations here come from the experiences in that institution.

Archery, the shooting of bows and arrows, appeals to all ages from 8 to 88 years and more. At one time or another, most boys and girls have shot crude, home-made bows and arrows or toy ones, imagining themselves to be Robin Hood or famous American Indian chieftains. The more fortunate few have had older brothers, parents, or uncles to make them more durable bows and arrows and give them much needed instruction and leadership. Eight- and nine-year-old boys and girls, with competent leadership, can do very good shooting, and, once they taste this satisfying experience, they will continue archery as a recreational sport as long as they live.

Teenagers who have had good instruction in archery, along with subsequent opportunities to pursue the sport, will continue to use it throughout the high-school and college years. Archery is well adapted for mixed competition and the social development of boys and girls together in groups of two to four, or more. The smaller groups may go on a hike through the fields, roving or hunting, while the larger groups may be interested in shooting the more popular target archery rounds in tournaments.

Archery, an all-season sport, is wonderful recreation for the entire family. There are rounds and tournaments for juniors, as well as for men and women. Family recreation is at its best when the whole family participates in an informal roving expedition through the fields, shooting at dead stumps, sticks, shrubs, small humps of dirt, brown leaves, weeds, and other inanimate objects at unknown distances. Today many communities have archery clubs, field archery clubs, and Izaak Walton Leagues, with archery sections or committees. All members of the family may shoot around the 14- or 28-target field-archery course, cook their suppers on fireplaces provided, or cook and eat inside a simple club house in inclement weather.

Bows and arrows are available, in the appropriate size and power, for all ages and strengths of people. Children have shorter and weaker bows than teenagers and adults. Hunting bows with drawing weights of 45-85 pounds or more will test the strength of the strongest football player or weight lifter. Men or women in the "Golden Age" or "Senior Citizens" groups may continue their recreation in archery by using weaker bows and shooting at shorter ranges or distances. Archery is enjoyed by people with physical handicaps. Archery was one of Franklin D. Roosevelt's favorite recreation activities, even though he sat on a bench or stool when he shot.

The making of archery tackle is as much fun and as fine a recreation activity as is actually shooting the bow and arrow. Archery tackle is made in the homes, schools, and camp workshops of literally thousands of adults and youngsters who have been innoculated with the archery bug by other enthusiasts. Tackle can be made simply with a minimum of tools and equipment, or one can purchase many different gadgets to improve the quality and variety of his objects d' art in archery. One can always learn

new ways of making bows, bow-strings, arrows, and other equipment. The lore and know-how in archery-craft and design is a life-time challenge; so, also, is the challenge to better one's shooting skill, co-ordination, and score.

Archery has always been closely integrated with nature lore. In spite of the fact that there are glass and metal bows, nothing will ever entirely supplant the fun and romance connected with the making and shooting of wooden bows. One learns to know and identify the best bow-woods native to the region in which he lives. Such woods might consist of osage orange, yew, red cedar, black locust, hickory, sassafras, or hop horn beam. One learns how to prepare staves and billets, how to season them and make them into bows, and how to fletch arrows from turkey feathers.

The following are among the various games and activities played with bows and arrows:

Target archery rounds, with distances from shooting lines to targets ranging from 20 to 100 yards.

Clout shooting, with large targets on ground at distances from 120 to 180 yards. Wand shooting, of a 2" diameter wand at 100 yards away.

Flight shooting, for distance.

Archery Golf, set up in units of 9 targets, each at varying distances, with bull'seyes 41/4 inches in diameter.

Field Archery Courses, set up in units of 14 targets with shots and shooting positions simulating hunting situations.

Roving. Shooting one arrow at various inanimate objects at unknown distances.

Hunting with the bow.

State conservation departments all over the nation recognize hunting with the bow as a definite conservation measure, as well as a sport, and encourage this method of taking game by establishing special areas and seasons before the opening of gun deer-hunting seasons. Hunting with bow and arrow has been almost entirely free from accidents to hunters. One knows when the bow is loaded, and archers shoot only at short distances where they are sure at what they are shooting.

Archery requires and demands good instruction for maximum safety and enjoyment. Schools, camps, and recreation departments must insist on the best possible instruction they can afford in the "sport of man since time began." The following quotation is taken from the book, *The Witchery of Archery*, by Will Thompson, America's first National Archery Champion: "So long as the new moon rises in the purple heavens a bent, beautiful bow, So long will the fascination of archery control the hearts of men."

Boating and Water Activities

Boating, canoeing, and a variety of water activities are being added to many school and college physical education and recreation programs. The importance of aquatic and small-craft instruction in outdoor education is reflected by the fact that an estimated 100 million people go swimming and bathing in the United States annually, and 25 million take part in recreational boating. Further, each year more than 6,000 persons drown

in the United States, 20 per cent of them in accidents involving recreational boating. Safety instruction, therefore, must be a primary element in outdoor education.

The great majority of people who use aquatic and small-craft facilities have only a minimum of knowledge and skill in these activities. Acquiring skills and knowledge in boating, canoeing, or sailing equips the individual to handle his craft wisely, safely, and skillfully. It trains him in methods of rescuing himself in adverse circumstances or specific mishaps. It prepares him to perform efficiently, and well, when helping or actually rescuing others who are in difficulty or danger. Possession of this type of skill in handling small craft makes the art in itself a thing to be pursued and enjoyed. Sailing a boat challenges one to combine knowledge, skill, and cool-headedness in successfully engaging and utilizing a force of nature.

As skills and knowledge in all these activities develop, they often encompass one or more of the numerous special forms of aquatic and small-craft activity, including the following: competitive swimming, ballet swimming, synchronized swimming, diving, skin diving, diving with self-contained underwater breathing apparatus, surfboarding and paddleboarding, sailboat racing, sailboat cruising, rowboat racing, rowing and sculling racing in sliding-seat racing shells, rowboat cruising, outboard cruising, outboard racing, inboard-power boat cruising and racing, water skiing, canoe racing, canoe cruising, canoe contests and special activities, white-water canoeing, and canoe slalom (white-water contest).

In addition, small-craft handling is involved extensively in fishing, hunting, camping, nature study, and numerous forms of wilderness exploration and field study. If preliminary swimming, water safety, life saving, and small-craft handling instruction have been given, all of these activities are safer and more enjoyable. Frequently, however, due entirely to absence of such preliminary training, fishermen, hunters, and others lose their lives. In nearly all instances, the most elementary form of knowledge and skill would have prevented the loss of life.

Red Cross chapters offer the following free courses of instruction: graduated courses in swimming from beginner through advanced, survival swimming, junior and senior life saving, and basic courses in boating (rowing and outboard handling), canoeing, and sailing. Some chapters also work with community agencies to provide swimming instruction especially adapted to handicapped persons. Swimming and life saving courses are conducted by water-safety instructors, and the small craft courses by boating, canoeing, or sailing instructors. These instructors are trained and qualified in courses in local Red Cross chapters, at selected colleges and universities, and at Red Cross National Aquatic and Small Craft Schools. Currently more than 50,000 water-safety instructors are authorized. In addition, more than 3,000 teenagers (14-17) have been selected and trained as Water Safety Aides to assist chapters in extending their teaching program.

In addition to the more than 1,000,000 persons who annually complete Red Cross water-safety and small-craft courses, millions are reached through demonstrations, film showings, and public information media. Detailed information on any aspect of the program is available from local Red Cross chapters or Red Cross area offices at Alexandria, Virginia; Atlanta, Georgia; St. Louis, Missouri; and San Francisco, California.

Skiing

Since skiing is becoming one of the most popular winter sports, training in skills has been added to the physical education and recreation programs of some schools and colleges in sections of the country where the sport is common.

Franconia, New Hampshire—Skiing is a part of the school curriculum in Franconia, New Hampshire. One afternoon a week is set aside for ski lessons. The children are transported to the Cannon Mt. Ski Development where they are met by their instructors. Classes, ranging in size from 10 to 15, are divided according to the abilities and ages of the children. Everyone from the first grade through the twelfth is taught the modern European technique. Emphasis is placed upon developing a well-rounded skier, one who can ski safely and enjoy it, rather than stressing the racing technique. However, one class is devoted to the students who wish to improve their racing skill.

In 1940, approximately twenty-five per cent of the students in the Franconia School Program participated in skiing. The program now has participation in this sport from sixty to eighty per cent. Reasons for this increased attendance are numerous: (1) families are accepting skiing as a healthful means of recreation; (2) skiing is increasing in popularity on a nation-wide basis; (3) new and younger families are moving into the area; and (4) equipment is provided for those who cannot afford it through the Roland Peabody Memorial Ski Fund, sponsored by the Franconia Ski Club. Ski instruction is carried on through close co-operation with school authorities and instructors of the Franconia Ski School.

North Conway, New Hampshire—Promoting interest in skiing for children has long been important at Cranmore Mountain, North Conway, New Hampshire. Interest in this program has grown to such an extent that skiing is now a part of the regular school program. The Junior Ski Program, as it is now known, is carried on by the Eastern Slope Ski Club, under the supervision of the Hannes Schneider Ski School, Inc. The club pays for the transportation of the children from their schools to Cranmore Mountain. The club also furnishes equipment to those children who cannot afford to buy it. Many hundreds of pairs of skis, boots, and poles are provided. Each year, these are returned, reconditioned, and reissued to the children the following year. This program has become so outstanding that it has been featured by a number of national newsreel services almost every year.

Stowe, New Hampshire—Skiing instruction is made possible by the Mount Mansfield Ski Club for children from grades one to twelve in the Stowe Public Schools. The instruction is adapted to the various grade levels by using six groupings. Group A, which is made up of first and second-grade pupils, is the beginners' class, and practices on the lowest slopes. Some in this group occasionally need help putting on skiis, taking them off, and getting to the warm-up hut. This group learns to snowplow and turn. If their progress is rapid, they move to Group B for more advanced instruction.

The pupils in Groups B, C, D, E, and F practice on the regular slopes, and use the Alpine and chair lifts. This provides greater opportunity to do more controlled downhill skiing, under coaching and supervision, than would be possible otherwise. When Group B begins to use the lifts, the youngsters have to be handled carefully, as the members are quite young. These pupils, as well as those in Group C, are usually in the upper-primary and lower-middle grades. Children in Groups D and E are the uppergrade and high-school students who can ski any of the trails, but who are not on the high-school ski team. Instruction for these pupils is in the nature of controlled downhill skiing and slalom. Group F is a class of high-school boys and girls who are accomplished skiers and make up the ski team. School officials in the three programs described, feel that skiing offers many possibilities in training for the use of leisure time, and the development of appreciations for outdoor living.

Orienteering

Through the game of orienteering, the use of the map and compass is being introduced into outdoor programs of some schools and colleges. "Orienteering" is a coined word for any activity in which map and com-

pass are used for practicing way-finding.

The orienteering program of today is a valuable combination of general or basic education and physical education. It can be divided into two main parts: first, there are the educational, theoretical, and instructional aspects which develop skill in map reading and love for the out-of-doors. And that is where the schools should come in more actively. Second, there is the expanded development of this into a competitive sport. There are different variations ranging from simple recreative games and contests, preferably combined with conservation and nature lore, to the more intricate cross-country races where map and compass are used to locate certain control stations in unknown territory.

Principals of secondary schools, who desire to consider the merits of orienteering as a possible new subject to include in the curriculum, will find informative and organized training materials at their command. These were developed with the co-operation of American educators and leaders in youth organization. Be Expert with Map and Compass, the Orienteering Handbook is available from American Orienteering Service,

220 Fifth Avenue, New York 1, New York.

THE USE OF PARKS, RECREATON AREAS, AND OUTDOOR PUBLIC LANDS FOR OUTDOOR EDUCATION

One of the most encouraging aspects of outdoor education is the increasing number of parks, recreation areas, and other public lands that are available to schools. Park leaders generally have been anxious to work with schools in the development of outdoor activities. Such is the case in Michigan, where the Department of Conservation has given such excellent co-operation in leadership and in making available its many camp facilities and public lands for use by schools. More than half of the more than eighty school districts providing school camping use the Parks Division group camps. The Michigan Inter-Agency Council for Recreation, a voluntary co-ordinating agency for recreation, representing twenty state departments, has given invaluable assistance in the development of outdoor education in Michigan.

The primary purpose of parks and public areas is for public recreation. In addition, parks are established to preserve areas of natural beauty and of historical significance. The preservation of unusual and unique natural phenomena is sometimes the motive for establishing parks. Some public areas are set aside for scientific study purposes, or as wildlife refuges and sanctuaries. They are the *Public's Domain*.

Parks, forests, and public lands are constantly improved to afford more public enjoyment by the provision of a wide variety of facilities and special services of all kinds. Improvement programs often include reforestation, wildlife habitat restoration, reclamation of land, landscaping, and waterfront construction projects, among others. The opportunities for outdoor education, for learning situations, are obvious in these areas dedicated to a variety of public uses. More recently, parks and recreation areas have been considered to be a safety valve for the release of tensions created by our complex way of life.

Parks and other public lands are often located on soils not classified as agricultural lands, which were plundered by timber barons or laid waste by improper uses in pioneer days. Old cemeteries and burying grounds, remnants of abandoned lumber camps and farms reveal historical backgrounds and facts easy to absorb. On these locations outdoor education becomes dramatic! There is excitement and discovery. Indian lore and legends acquire new meaning. Pioneer adventures become alive. Education becomes vivid. Experiences at such locations create imagination and inspiration.

There are occasions on which public land furnishes the setting for the appreciation of natural beauty. There may be the thrill of seeing wild-life, from the tiniest bird to big game. Tolerance is easily promoted in the tenderness reflected from watching the care a parent bird gives to a nest of fledging young, or a mother rabbit gives to a litter of helpless, feeble bunnies. Catching a fish or a wriggly polywog will always be exciting.



A school play area can double as an outdoor skating area in winter.



Students need opportunities to learn how to select, care for, and use fishing equipment.

Hiking, climbing, exploring, and collecting nuts, berries, and mushrooms are simple outdoor activities of healthful and stimulating character.

The magnificence of the natural beauty of trees, the mystery of stars, the interest in rocks, and the enjoyment of bird songs will remain because they are eternal things that give lasting enjoyments which keep life on an even keel. Nature deemed it that way.

Park executives and other administrators of public forests, game areas, public fishing sites, and recreation areas are continually expanding services by erecting new camp and administration buildings, by acquisition projects, and by initiating interpretive and educational programs. Sportsmen's clubs, parent-teachers associations, and other agencies and organizations, public and private, have joined with schools and public-land authorities to support and promote outdoor education. They have indicated an understanding of the crucial relation of human and natural resources.

Ernest V. Blohm, Executive Secretary of the Michigan Inter-Agency Council for Recreation expresses the State's concern for outdoor education as follows:

As long as children and adults are eager for adventure and new experiences—; as long as there is a Public Domain with facilities available to meet their need such as parks, recreation areas, and other lands; as long as there is charm and romance in Buffalo Bill, Davy Crockett, and other outdoorsmen; as long as there are poets and artists to create outdoor reflections with their words and brushes; as long as there are beavers and bobcats, swans and steelhead trout, downy woodpeckers and eagles, turtles and frogs; as long as there are hepaticas and violets, columbines and skunk cabbage, gentians and bittersweet; as long as there are sugar maples and slippery elms, white pines and quaking aspens, and countless other creatures and plants, and soils to nurture them and people to enjoy them; as long as there are sticks, pebbles, and animal tracks, and snowflakes and shooting stars—the efforts directed toward outdoor education programs in Michigan will continue. The greatest hope is that they will be contagious.

# THE OUTDOOR EDUCATION PROJECT OF THE AAHPER

Recognizing the need for better understanding of the physical world and man's relationship to it, and the necessity for the development of skills, attitudes, and appreciations for a better use of the outdoors in modern living, the American Association for Health, Physical Education, and Recreation has initiated a new venture in leadership training for schools

and colleges.

While much is being done in outdoor education in some places, the program lags far behind public interest and need. It is this challenge that led to the development of an outdoor education project to speed up outdoor programs in schools and colleges. Following the effective development of a pattern of operation for business-industry-education, the Associated Fishing Tackle Manufacturers and industries representing sporting arms and ammunition manufacturers are co-operating by providing a grant of funds to the American Association for Health, Physical Educa-

tion, and Recreation. This will initiate a continuing program of leadership training, interpretation, preparation of materials, and program development in outdoor education, with special emphasis on casting and fishing, shooting and hunting, boating, and camping. Other related activities, such as conservation, school camping, outing clubs, winter sports, and many others, will be stressed since they are related to outdoor living. All of them have implications for developing greater skills for our outdoor pursuits, a better understanding, and a greater appreciation for the wise use of natural resources.

Like other important programs, the great need at the moment is for dynamic leadership in schools and colleges in order that the 37 million boys and girls in schools and the three million youth in the colleges may acquire the necessary skills, attitudes, and appreciations for the intelligent use of our resources. It is evident that people cannot fully enjoy and appreciate any of the outdoor activities such as camping, casting, fishing, shooting, hunting, boating and water activities, winter sports, and others unless they have adequate training. Fortunately, all of these activities in outdoor living are related. Conservation and safety are integral parts of them, and it is, therefore, important that the outdoor education program include a wide variety of interests and activities.

The Project program is designed to intensify and speed up the outdoor education programs of schools and colleges. The activities include inservice training for leaders, interpretation of the need for, and nature of outdoor education activities, program development, and the preparation of instructional materials. The American Association for Health, Physical Education, and Recreation, through its staff and other resources, in cooperation with the departments of the National Education Association, the manufacturers association representing fishing tackle, the manufacturers of sporting arms and ammunition, the National Rifle Association, and other groups, will carry forward the Project program. The Project director and assistant have been employed to serve on the staff of the American Association for Health, Physical Education, and Recreation, and an advisory committee representing college administrators, the National Association of Secondary-School Principals, the National Congress of Parents and Teachers, and conservation agencies has been appointed to guide the Project activities.

The Project, which is conceived to be for at least a five-year period, will encompass the following activities:

1. Leadership Training—A series of regional and state leadership training institutes and clinics will be conducted for school and college staff members who are interested in developing programs in their own institutions. Working with the Project staff, appropriate state agencies, such as departments of education and conservation, colleges and universities, and professional education organizations, as well as interested individuals, will be involved in the planning and execution of the institutes. Such training activities combine interpretation; information about

how to conduct programs of casting, shooting, camping, boating, and other activities; clinics in the use of equipment; preparation of materials; and the training of leadership.

2. Interpretation and information—The need for the development of outdoor education programs and the Project's plan of operation are being interpreted to school administrators, teachers, and other interested groups through programs, exhibits, demonstrations at conventions, and articles in educational periodicals. Many of these activities are being done through the structure of the National Education Association and other educational organizations such as:

 District and state associations affiliated with the American Association for Health, Physical Education, and Recreation

b. American Association of School Administrators

c. National Association of Secondary-School Principals

d. Chief State School Officers

- e. Association for Higher Education
- f. Association for Supervision and Curriculum Development.

Instructional materials—Needs for additional instructional materials will be determined and plans devised for the preparation of such instructional guides and audio-visual aids.

The Outdoor Education Project, which will give emphasis to a variety of activities, should stimulate much interest in the schools and colleges of the nation. It is believed that this is a sound venture because it will stress activities that are logical parts of sound programs of fitness, but which, to be effectively developed, must be an integral part of the curriculum.

### PERSONNEL FOR THE COMMUNITY HIGH SCHOOL PROGRAM

Kind of personnel—Since the community school is a way of operation, a two-way service between the school and community, an appropriate kind of personnel is essential. There is a need for teachers whose personal attributes include enthusiasm for teaching, a desire to see students develop toward their capacities, and an earnestness about education's role in bringing about an improvement in the quality of living. Teachers who are articulate, skilled in the communicative arts and the human relations of community living are vital to the proper functioning of the community school concept.

Because recreation and outdoor education are so all-encompassing, it is highly desirable to have persons who have broad backgrounds, who are resourceful and adaptable. The person responsible for school and afterschool recreation and outdoor education activities for youth and adults is called upon to function in a variety of capacities. In some communities he may be able to locate paid or volunteer help to conduct the fly-tying class or to lead the square-dance group. It is not expected that he possess skills in a myriad of activities; however, it is important that he be more than "just an organizer."

Function of personnel—The function of community high-school teachers, particularly those assigned to recreation and outdoor education activities,

is to utilize their program area to accomplish the objectives of the school. Providing opportunities for youth and adults to have direct experiences in the basic processes and problems of living, such as maintaining health and fitness, is natural for the recreation and outdoor education leader. His program is activity centered and for the most part is voluntarily chosen by the participants. His function is to help individuals to help themselves to attain their goals. He may help a group of businessmen organize a class in volleyball or badminton, their goal being to become more physically fit and at the same time to have fun and to widen their social contacts. Or he may organize a class in modern dance for housewives who want to slim their figures. Choral groups, drama clubs, oil and water color classes, and literary groups may all be in his scope.

As part of his outdoor education curriculum assignments, the teacher may become involved in field trips to agricultural field stations or to a fish hatchery. This may later be extended to an overnight trip to a nearby state park. It is his function, once these activities are being planned with students, to help them move forward toward their goal, to help them locate and arrange for use of equipment, supplies, and facilities, and to help

them evaluate their progress.

It is his function, like other members of the school staff, to help organize co-ordinating groups or agencies in order to accomplish a general or specific aim. For example, the students in one of his classes may indicate that the teenagers in the community feel a need to become a more integral part of community affairs, that they have no representation, and that their potential as a thinking and working group is never considered. Recognizing a great opportunity for citizenship education, work experience, and community service, the teacher will undoubtedly clear the proper channels in the school to gain permission to contact and organize the youth-serving groups in the community for action on the problem.

Pre-Service and in-service education-Developing a curriculum on the college level to produce competent teachers for the recreation and outdoor education phase of a community school program is an emerging concept. Since we are a democratic nation with a variety of ideas and patterns, the needs of schools differ in degree. The times, an era of industrial growth and prosperity, and the ever-increasing amount of leisure also have their influence on the preparation of teachers. Thus the pre-service education must be general enough to provide the individual with a liberal arts background, but specific enough to prepare him for a designated teaching assignment. Just as the teacher of mathematics must know his subject, so the teacher who is assigned to lead recreation or outdoor education activities must be qualified by virtue of training and experience in the particular activities to which he is assigned. Thus the biology or chemistry instructor might be the most logical person, because of training and experience, to be in charge of nature activities. It is recommended, however, that teachers having a major responsibility for conducting or coordinating recreation activities be required to have at least a college minor in recreation.

Being employed in an education institution, the person whom we might call "recreation educator" will be required to meet certain certification requirements. Several state departments of education have already established regulations making it possible for persons majoring in recreation to teach and to be employed by school boards.

Much is being done by way of in-service education through outdoor education workshops conducted by colleges and universities. An example is the in-service program held by the Newton Public Schools, Newtonville, Massachusetts, at the Sargent Camp, Boston University. This was occasioned by the initiation of the school camping program which was a cooperative enterprise between Sargent College and the Newton Schools.

Another example of developing outdoor leadership among students is the program at Boston University Sargent College, which allows undergraduates to take part, on a voluntary basis, in a one-week school camping experience during the academic year. They are excused from their regular classes for this week's experience. The New Hampshire teachers colleges are also allowing interested students to spend a week in the school camping program, while they are practice teaching in a regular school situation. This approach is not producing experts in outdoor education, but it is exposing to the field those students who will be in a position to furnish future leadership as teachers in the related subject-matter areas at the various grade levels.

Some colleges and universities are acquiring camps which are being used, not only as recreation facilities, but also as laboratories for the development of leadership in the field of outdoor education. At the graduate level, several universities are providing opportunities for training leadership in outdoor education. In some instances, it may be an area of emphasis in several major fields in education, and in other places, outdoor education is in one department such as physical education. It is significant to note the rapid growth in the number of graduate programs that include outdoor education.

The continuous process of education takes on greater significance as the teacher begins preparation for community and school responsibilities as part of the in-service education program. Assuming that the teacher has had some professional courses in the pre-service program which offered background material on community government, organization, and development, the in-service education program builds on these by providing actual community experiences. Getting to know the community in which the teacher works, its leaders and resources, is the first stage of the inservice program. To do this effectively, the teacher needs to take an active citizen's role in community affairs, assuming the same obligation that every citizen has for the management of his local subdivision of govern-

ment. Understanding and working when possible with civic, health, and welfare groups are part of the job.

The community staff team approach—It is advisable to organize a definite school council or committee to study the needs of students and to plan and organize the recreation and outdoor education activities needed to supplement the existing program provided by the school. This body may be called the School Council on Recreation and Outdoor Education. It is recommended that this be a joint council of students, parents, and faculty. Each grade-level of the high school should have an equal number of student representatives on the council.

Recognizing the contributions and values of the educational services of other community agencies, the school frequently brings together representatives for purposes of co-ordination and interpretation. Every community has a need for a group or body to plan for community welfare and to co-ordinate action programs. If none exists, the school has a responsibility to initiate and develop one. The Community Co-ordinating or Planning Council idea has taken root in many municipalities and has proved to be a most effective way of joint attack on problems and as a means of studying and improving community services.

In the areas of recreation and outdoor education, problems and services might be considered by a sub-unit of the Community Co-ordinating Council called the Committee on Recreation and Outdoor Education. This body might take upon itself the job of assisting the schools and recreation agencies of the town to improve the physical fitness of its children, youth, and adults by planning and developing new facilities, by helping to raise funds for additional leadership, and by helping to interpret the importance of adequate physical fitness to the community as a whole. The Committee should work closely with the school council on recreation and outdoor education.

# Selected Bibliography

#### A. RECREATION

- Adult Education: The Community Approach. Paul H. Sheats, Clarence D. Jayne, Ralph B. Spence. New York: The Dryden Press, Inc. 1953.
- Education for All American Children. Educational Policies Commission, 1201 Sixteenth Street, N. W., Washington 6, D. C. 1948.
- Education for All American Youth. Educational Policies Commission, 1201
   Sixteenth Street, N. W., Washington 6, D. C. 1952.
- Informal Adult Education. Malcolm Knowles. New York: Association Press. 1950.
- National Education Association. Cardinal Principles of Secondary Education.
   Bureau of Education, Department of the Interior, Washington 25, D. C. 1917.
- The Public School and Other Community Services. The Annals of the American Academy of Political and Social Science, Vol. 302, November 1955. Phila-

delphia: The American Academy of Political and Social Science, \$937 Chestnut Street.

 Recent Social Trends in the United States: Report of the President's Research Committee on Social Trends. New York: McGraw-Hill Book Company, Inc. 1933. (Textbook Edition).

 Research Bulletin. NEA Research Division, 1201 Sixteenth Street, N. W., Washington 6, D. C. Vol. XXVIII, No. 3. October 1950.

 Your Junior High-School Boy and Girl. Board of Education, Grand Rapids, Michigan. 1955.

#### B. OUTDOOR EDUCATION

The Bulletin of the National Association of Secondary School Principals. Camping and Outdoor Education. May 1947. Vol. 31, No. 147. National Association of Secondary-School Principals, 1201 Sixteenth Street, N. W., Washington 6, D. C.

Burns, G. P., "Camping and Outdoor Education," Journal of Educational Sociology, May 1950.

Clark, James M., Public School Camping; California's Pilot Project in Outdoor Education. Stanford, California: Stanford University Press. 1951.

Donaldson, George W., School Camping. New York: Association Press. 1952. Holland, Barbra, "About Our Outdoor School," Journal of Health-Physical Education-Recreation. May-June 1955.

Irwin, Frank L., The Theory of Camping: An Introduction to Camping in Education. New York: A. S. Barnes and Company. 1950.

Manley, Helen, and Drury, M. F., Education Through School Camping. St. Louis: C. V. Mosby Company. 1952.

 Smith, J. W., "Adventure in Outdoor Education", Journal of Health-Physical Education-Recreation, May-June 1955.
 State of California, Department of Education, Camping and Outdoor Education in

California, Bulletin, Vol. 21, No. 3, March 1952.

Trillingham, C. C. Prepared by Dale Hoskins, Outdoor Education: A Handbook for School Districts. Los Angeles, California: Division of Health and Physical Education. 1952.



Visual aids are essential for health teaching.

# The School Health Program Contributes to Fitness

## **OVERVIEW**

HE school health program can and should make a major contribution to total fitness. The school health program comprises all school procedures that contribute to the understanding, maintenance, and improvement of the health of pupils and school personnel. This program includes three divisions—health services, health education, and healthful school living. Thus broadly conceived, it includes comprehensive health courses; the periodic health appraisal of every student; the provision of a school environment which is safe, sanitary, and attractive; and a school program conducive to optimal growth and development.

An effective secondary-school health program involves adequate planning, sufficient personnel who are prepared to assume their responsibilities, time in the curriculum for health teaching, and health service and class-room facilities. The school health program should be co-operatively planned by parents and by representatives of community health departments, medical and dental societies, and of community welfare health

agencies.

The school health program should develop young men and women who understand the basic facts concerning health and disease, who protect their own health and that of their dependents, and who work together to improve the health of the community.

# The School Health Program Contributes to Fitness

SCHOOL HEALTH PROGRAM

HE school procedures that contribute to the understanding, maintenance, and improvement of the health of pupils and school personnel includes health services, health education, and healthful school living. (6) In 1938 the Educational Policies Commission in outlining the objectives of education made the following statements:

1. The educated person understands the basic facts concerning health and disease. Health is a factor which conditions our success in all our undertakings, personal and social. For that reason, schools properly place great emphasis on

health as an outcome of education. . . .

2. The educated person protects his own health and that of his dependents knowing what is necessary for maintaining health in body and mind. The educated person so conducts his life as to respect these great rules of the game. For himself and his family, he tries to secure competent medical advice and treatment with special attention to the early discovery and treatment of remediable defects and a systematic plan of health inventory and illness prevention. . . .

3. The educated person works to improve the health of the community. The interests of the educated person in the field of health are comprehensive. That which he designs for himself and his field, the educated person desires also for others, knowing that health is one commodity which is increased in the proportion as it is shared. Especially in a democracy, the educated person will cherish a sincere interest in maintaining the health standards of the entire community. (3)

The school health program makes a major contribution to the fitness of youth in that it aids in the discovery and correction of physical defects, provides a safe, and sanitary environment and learning experiences which will influence knowledges, attitudes, and conduct relating to fitness.

#### SCHOOL HEALTH EDUCATION

The process of providing learning experiences for the purpose of influencing knowledges, attitudes, and conduct relating to individual and group health. (6)

Recommended Time Allotment in Junior-Senior High Schools

In 1945 the American Association for Health, Physical Education, and Recreation adopted a resolution which recommended: "Classes in secondary-school health instruction should meet five periods a week for a minimum of two semesters."

In 1955 the National Committee on School Health Policies, in Suggested School Health Policies (7) recommended: "Specific courses in health

should be provided for all pupils in both junior and senior high schools. The minimum time allotment for the junior high-school health course should be a daily period for at least two semesters, during the seventh, eighth, or ninth grades. The minimum time allotment for the health course in the senior high school should be a daily period for at least two semesters, preferably during the 11th or 12th grades. Health courses should receive credit equal to that given for courses in other areas. Health courses should be given in regular classrooms, adequately equipped. The classes should be comparable in size to those in other subject matter areas."

The American Association of School Administrators in Health in Schools, (2:167) states: "Because health information is essential for secondary-school boys and girls, the best way to assure that they acquire it is to treat health the same as all other phases of the curriculum. A health teacher needs preparation to teach and time and facilities for teaching comparable to the teacher in any other area. Two concentrated courses, one semester in duration, are recommended—one in the ninth or tenth grade, the other in the eleventh or twelfth. Another semester also is urged in the seventh or eighth grade, if health units are not planned in other subjects."

You will note that all of these groups agree in recommending a separate, concentrated course in health for junior and senior high schools. Some advantages of such a course are as noted in a recent bulletin of the National Association of Secondary-School Principals: (1:13)

The teaching of health through separate courses has certain advantages: It gives the subject greater importance and so gains more respect from students as well as teachers. It enables all students to take the course. It permits normal-sized classes. The granting of grades and credit is facilitated. Boys and girls can be taught in the same class—not possible when the subject is based on physical education sectioning. Use can be made of teachers who are specifically trained in health education. More effective guidance and supervision can be given to health experiences since such responsibilities are vested in the teacher of the separate course. The course can serve as a focal point for the integration of all general health knowledge and behavior in the school. Finally, many opportunities are available for ready evaluation of knowledge, attitudes, and behavior of students as well as of teaching methods.

Credit in health education as a college entrance unit is accepted by most colleges. They prefer, however, that health education be taken in high school for a full year for one credit, or for one semester with one-half credit. Less desirable according to college registrars, is the plan whreby credit is accumulated fractionally over two or more years, or when credit in health education is combined with that in physical education."

However, another approach to scheduling health courses is through planning for a health and physical education core. In this plan, health education and physical education are scheduled five days a week and each class has the same teacher for all meetings. Units in health and in physical education are taught on a rotating basis; for example, physical education for four weeks, health for two weeks. During the weeks in which the health is taught, no physical activity classes are scheduled, but students are guided into recreational and intramural activities outside of school hours.

Similar suggestions for flexible class instruction in health and physical education are made in *Education for All American Youth: A Further Look*, (3:233) a publication of the Educational Policies Commission. In one such recommendation, one sixth of the time of secondary-school youth is given to health and physical education throughout their school years.

## PROVISION OF QUALIFIED HEALTH TEACHERS

It is unrealistic to expect health to be taught by persons who are poorly prepared and uninterested in the subject. Teachers of health courses, like teachers of any other subject matter area, should be enthusiastic and well prepared. It is recommended that health teachers have undergraduate specialization in health education preferably with additional graduate preparation. Since physical educators are not necessarily prepared to teach health, where teachers are responsible for both health education and physical education, they should be prepared and certificated in both areas.

SUGGESTED CONTENT OF JUNIOR AND SENIOR HIGH-SCHOOL HEALTH COURSES

The National Committee on School Health Policies, in the third revision of Suggested School Health Policies suggests the content of health courses. (7:13)

The content of the junior and senior high-school health course should meet the needs and interests of boys and girls and of the school and community in which they live. In the junior high school, emphasis may be placed on each student's personal health problems, and on helping him secure an increased understanding of the scientific basis of health behavior in the home, school, and community. This would include attention to the growth and functions of the human body, healthful daily living, food, rest, and exercise; personal development and appearance; first aid; safety; education as to the effects of alcohol and narcotics; mental health; and understanding the prevention and control of disease.

At the senior high-school level, the content of the health course may center around the problems of adult living which pupils will soon face, such as emotional health; personal adjustment; family living; child development; consumer health problems; utilization of professional health services; evaluation of health products; the organization and function of local, state and Federal public health agencies; health aspects of civil defense; industrial health; responsibilities for community health; the health aspects of housing; food budgeting; and understanding the implications of national and international health activities. A flexible course of study may be modified to meet changing needs as they arise.

At the present time there is little uniformity in the content of secondary-school health courses. Some of this variance may be due to a genuine attempt to meet the needs and interests of boys and girls. Much of the strength of health education lies in its flexibility of content. In selecting the content of a course, consideration should be given not only to the health needs of the group and the special needs of the community, but also to those health topics which are of interest to all high-school youths.

Co-ordination with the Total School Program

There are many subject matter areas in secondary schools which include material contributing to health education. Physical education, science, social studies, home economics, and industrial art make valuable contributions to the enrichment of the total school health program. In the same way, classroom teachers, guidance counselors, custodians, health service personnel, and administrators may contribute to the attitudes and health knowledges of students.

In larger schools, a special health teacher or health co-ordinator should be given responsibility for utilizing the varied contributions of the subject matter areas, guidance service, school health services, the school-community environment, and the special contributions of other subject matter areas, so that all may add to the total school health program. In smaller schools, a committee of interested teachers and other school personnel may serve to co-ordinate health activities and to insure the most effective program.

Relationship with Community Health Programs

A school health program cannot be successful unless the community is involved. The community must continue health education begun in the school if fitness of youth is to be maintained. On the other hand, schools cannot teach what the community does not understand and sup-

port.

One of the most effective ways of reaching the community is through a community health council as well as through the parent-teacher association and the civic, social, and religious groups commonly used to assist in interpreting the school program. The community health council-frequently composed of representatives of voluntary health agencies, the health department, the medical and dental societies, as well as social and civic groups-often adds a representative of the school health council or the school health committee. Thus in considering total problems of community health, the needs and opportunities offered by the school health program are not forgotten. Thus, too, all resources of the community can be utilized by the school health program. Such co-ordinated effort permits school and community health groups to be familiar with the work of the other and to relate their activities to the total school-community program. The school health co-ordinator or the school health committee provides a representative for liaison with the community on the community health council.

Every community is concerned vitally with the health and fitness of its youth. There will be little difficulty in securing the combined efforts of school personnel and community leaders in reaching toward this goal.

## SCHOOLS AND VOLUNTARY AGENCIES WORK TOGETHER TO IMPROVE SCHOOL HEALTH PROGRAMS

"To protect and improve the present and future health of children and youth"—this is a purpose which all citizens share with community health agencies. Many people in each community are interested in better health work as members of voluntary health agencies. The staff and members of these voluntary citizen groups can help the schools to enrich curriculums, to add resources, to carry on research, to muster community support for needed expansion—in short, to improve the school health program. The schools in turn offer to the voluntary health agencies a most important channel for working towards personal and community health.

### **Guiding Principles**

The schools and voluntary health agencies in many communities have been working together very successfully for a number of years. Their experience shows that the application of certain principles makes for a productive relationship.<sup>1</sup>

1. Recognition of common goals is essential—Primary responsibility for the health of children rests with the home. An obligation for helping the home maintain and improve child health is shared by many—the school, the health department, the medical, dental and nursing professions, the voluntary health agencies, and others. Schools have a major responsibility for the education of children and youth in health as well as in other fields. Schools also have certain responsibilities for health services and supervision. The staffs of voluntary health agencies may offer aid to school authorities when mutual purposes can be served.

The school administrator recognizes that voluntary health agencies can make an important contribution to the school program. The administrator realizes, however, that because most health agencies work with other groups as well as the schools, they cannot always provide all of the services requested. Voluntary health agency personnel recognize that school authorities must decide on the basis of the total school health program which services will be requested or accepted.

2. Mutual understanding of purposes and procedures is necessary—Voluntary agency personnel who are properly prepared to work with the schools have a broad understanding of the school health program. They are familiar with the over-all organization of the school, the scope and purpose of the curriculum, methods of teaching, and the preparation and duties of teachers. When the total program of an agency makes it possi-

<sup>&</sup>lt;sup>1</sup>Statements of relationships between the schools and other groups are presented in the following publications: (a) Responsibilities for State Departments of Education and Health for School Health Services, a statement by the National Council of Chief State School Officers and the Association of State and Territorial Health Officers, Washington, D. C., 1981. (b) Physicians and Schools, the Report of the Fourth National Conference on Physicians and Schools, American Medical Association, Chicago, Ill. 1984. (Includes a Summary of the Reports of the First, Second, and Third Conferences.) (c) A Dental Health Program for Schools. American Dental Association, Chicago, Ill. 1984, 24 pp.

ble, agency personnel who work with schools should be experienced teachers.

Joint activity is most productive when school personnel are aware of each agency's major goals, its special interest in working with young people, and its methods of operation. Special staff education for both school and

voluntary agency personnel promotes mutual understanding.

3. Mutual projects are best when planned and undertaken jointly—Productive joint action usually results when representatives of schools and voluntary agencies together select desirable mutual goals and determine ways of reaching those goals. Such planning may be done informally, but the school health council and the community council afford organized opportunities for such activity.

Proposals for co-operative action will be most effective if initial contacts are channeled through the school administrator and the executive

officer of the agency or their designated representatives.

4. New health activities should be an integral part of the school health education program—Teaching units relative to problems in the school and community which affect the health of children will be most effective if incorporated within the regular health education curriculum. An integrated approach to school health education is preferable to the organization of special and separate activities for a number of special health

problems.

5. Fund-raising activities may have value for education—School personnel understand that the services of voluntary agencies are made possible only by contributions from the public, and that fund-raising is an essential part of the voluntary agency program. The voluntary agencies understand that school authorities have responsibility for deciding if fund-raising activities or special projects should be carried on in the schools as a part of the school's educational program, and for selecting the agencies which will participate.

When voluntary agency funds have helped with some part of the school program, the school authorities will wish to make known the source of

financial support.

Recommended agency activities

Many different types of joint activities have been tried by schools and voluntary health agencies. The following activities have proved satis-

factory to school authorities and agency personnel alike.

1. Make available to school personnel the latest health information— Up-to-date, accurate, and succinct information on each agency's special health interests will be welcomed by school personnel. Those agencies which are able to extend their information service beyond their special interests will be of even greater service.

2. Provide teaching aids—Such tools as pamphlets, posters, graphs, motion pictures, filmstrips, and exhibits can often be used to great advantage by schools. These materials may be for use by teachers or for use by pupils; they may deal with an agency's special health interest or with a

more generalized area of health. Participation by teachers and pupils in the selection or preparation of such materials will help to assure proper

content and method of presentation.

3. Help in the preparation of resource units—Staff members of voluntary agencies may serve in a consultant capacity to teachers who are preparing units on special health topics, or the agencies may provide sample resource units prepared by their organizations. Consultation help in preparing resource units is allied to the provision of up-to-date information and of teaching aids.

4. Help with special short-term projects—At times a school needs help with special projects such as an evaluation of the total school health program or the development of a new course of study in health. The voluntary health agencies sometimes can assist by utilizing their special skills, by bringing in consultants, or perhaps by helping to pay some of the

special costs.

5. Help with in-service education of teachers—The voluntary agencies are often able to offer expert consultant service in general health education as well as in the area of specific agency concern. For example, individual or group conferences may be held with teachers on the content and methods of health teaching, on making classroom health observations or on administering health screening tests.

Funds or personnel may be made available for assistance with workshops or other in-service education activities. Scholarships may be offered to help teachers obtain additional preparation in health education.

- 6. Participate in the recruitment and pre-service education of school health personnel—The voluntary agencies have many opportunities to aid in recruiting health educators through their community contacts, as well as in their work with schools and colleges. In their co-operative programs with colleges preparing teachers, they also can frequently aid in pre-service health education.
- 7. Provide the means for demonstrations and studies—The schools, as tax-supported agencies, often are limited by budgetary and personnel considerations in their ability to explore new services. The voluntary agencies can sometimes provide funds or personnel to demonstrate the value of a new project to the community. The voluntary agency cannot be expected to maintain permanently a part of the school health program which should be provided for by the community. However, on occasion, an agency may support a project on a diminishing basis for a period of perhaps three to five years.

8. Enrich the curriculum—With their many community contacts, the voluntary health agencies can bring a variety of resources to the schools. They can help by obtaining speakers, arranging for field trips, and in

many other ways.

Voluntary health agencies can be most useful to schools by providing resource personnel, consultation, and teaching aids. An occasional exception to maintaining the basic role of agency personnel as resource persons might occur in presenting a special lecture or program. For example, an advanced class studying its community might profit by first hand acquain-

tance with the work of one or more of the voluntary agencies.

9. Interpret the school health program and unmet needs to the community—Because the voluntary health agencies are citizen groups, and not identified with schools, they are in a good position to help inform the community about school health work which merits attention. As community groups, voluntary health agencies can help to obtain support for needed improvement in the school health program.

10. Help in interpretation to parents—The schools recognize that the health habits and attitudes observed and learned at home are as important as those learned at school. The voluntary health agencies, the health department and professional organizations which reach the home through adult health education programs contribute to the effectiveness of the

school's program with children and youth.

#### SCHOOL HEALTH SERVICES

The school procedures which are established to (a) appraise the health status of pupils and school personnel; (b) counsel pupils, parents, and other persons involved, concerning appraisal findings; (c) encourage the correction of remediable defects; (d) help prevent and control disease; (e) provide emergency care for the sick or injured. (6)

School Health Appraisal

That phase of school health service which seeks to assess the physical, mental, emotional, and social health status of individual pupils and school personnel through such means as health histories, teachers' and nurses' observations, screening tests, and medical, dental, and psychological examinations. (6)

Health appraisal is a co-operative process. It is a process through which the teacher, nurse, physician, dentist, parent, or other person appraises the total health of the boy or girl. It may be informal or it may be the result of a careful medical and dental examination and psychological tests. Periodic health appraisal is essential if students are to maintain a high level of fitness. The purpose of health appraisal as defined by School Health Services, a publication of the Joint Committee of the National Education Association and the American Medical Association on Health Problems in Education is as follows: (5:20)

- To identify pupils in need of medical or dental treatment
   To identify pupils who have problems relating to nutrition
- 3. To identify pupils who are poorly adjusted and in need of special attention at school or of treatment by a psychiatrist or a child guidance clinic
- 4. To measure the growth of pupils and to assist them in attaining optimal growth
- 5. To identify pupils with defects who may require modified programs of education; for example, the crippled, partially sighted, hard-of-hearing, mentally retarded, and those with speech defects

6. To identify pupils who need a more thorough examination than is usually provided at school; for example, X-ray examination, examination by a specialist, or laboratory examinations of one kind or another

7. To identify pupils who may best be educated apart from the regular

school situation; for example, the blind, deaf, and tuberculous.

The simplest type of health appraisal is observation. Parents and teachers may note variations from normal in the appearance of children which may lead to the identification of early stages of communicable disease, a physical defect, or emotional disturbance. All teachers are alert throughout the school day for any deviation from normal behavior. Provision should be made for the teacher to discuss with the nurse or with the school medical adviser observations which may indicate need for professional examination. Teacher observation may help to identify health problems which may develop in the interval between medical examinations or which may need special immediate attention. In schools where medical or nursing personnel are not readily available, teachers may discuss their observations directly with parents.

Screening Tests

Screening tests for boys and girls with hearing or vision impairments should be regular classroom procedure. Pupils who are found to have defects may then be referred to a physician for more complete examination.

Medical Examinations

There is general agreement that students should have a medical examination during the junior high-school years and another in the senior high school before leaving school. This examination may be given by the family physician using a form acceptable to the school medical adviser.

School medical examinations usually include attention to nutrition, eyes and eye lids, ears and ear drums, skin and hair, heart, pulse, lungs, nervous system, muscle tones, posture, bones and joints, abdomen, nose, throat and tonsils, thyroid gland, lymph nodes, and teeth and gums.

All appraisal procedures have potential educational values. The health class should prepare pupils for approaching medical examination and encourage them to secure needed treatment or correction of defects. Medical and dental examinations can be utilized to motivate good health practices.

Each pupil should have the cumulative health record card which accompanies him as he moves from class to class or from school to school. Appraisal findings should be recorded on each pupil's cumulative health card. Most cumulative health record cards include spaces for health histories, dental inspections, innoculations, nurse or teacher observations, and for follow-up notes. Teachers who refer to the health cards should recognize their confidental nature.

The following cumulative health record card is used in Colorado. It was developed by the Department of Education, the Department of Public Health, and the State Medical Society. (5:52-54)

#### CUMULATIVE SCHOOL HEALTH RECORD

TEACHER-NURSE GESERVATION

	DATE (BY YEAR)													
	BEADE	ма	1	2	3	4	8		7			10	- 11	12
	VERY THIR													
	VERY FAT													
GENERAL	DONE WOT APPEAR WELL													
CONDITION	THREE EABLY													
IPPEARANCE	PROF WORCLE COORDINATION													
	BAD POSTURE													
	EMOTIONAL DISTURBANCES													
	SPEECH SEFECT													
	TWITCHING MOVEMENTS													
,	RERYOUGHESS													
BEHAVIOR	UNDOCT MESTLESS													
	BHYWESS							_						
	NAIL BITING													
	EXCESSIVE USE OF TOILET													
1	GENERAL CLEANLINESS													
HEALTH HABITS	FORD HABITS													
HARTIS	STYES OR CRUSTED LIDS													
	INFLAMED EYES													
	Choosed EVES													
EVES	FREQUENT HEABACHES	$\vdash$												
	READING DIFFICULTY													
	SQUIRTS AT WRITING	$\vdash$												
-	DISCHARGE PROM EARS								-					
	EARACHES													$\neg$
EARS	POOK NEARING													$\neg$
	PERSISTENT MOUTH BREATHING													$\dashv$
HOSE	FREQUENT SOME THROAT													-
THROAT	REDARRENT ESLUS													
7	OBVIOUS DERTAL DEFECTS													$\neg$
TRETH	NUMBER DAYS ARREST													$\dashv$
	COLDS		-	-	-	-	-	-	-			-	-	$\dashv$
ABBENCES	STOMACH, INTESTINAL UPBET	-	-	-	$\dashv$	-	-	$\rightarrow$		-			-	-
FOR	HTHER (SPECIFY)	$\rightarrow$	-		-	-	-		-	-		-	-	$\dashv$
	STREET (SPECIFY)			-	-	-	-		-			-	-	
		-		-	-	-		-	-	-			-	-
OTHER			-	-	-	-	-	-	-	-	-		-	-
						_								-
	THIS RECORD SHOULD FOLLOW TH						MOTES.	PAGE :	1					ALTH

#### MEDICAL RECORD

MAME										_			-	E PHONE		
ADDRESS																
_			_	_									_			
			_										_			
_	_		_	_									_			
PARENT'S NAME			_	_				PA	RENT'S GO	CUPATION			_ BU	S. PHONE		
	_		-													
PHYSICIAN TO	_		_	-	_	_				_	DENTIS	_		_		
		_	-								DENTIS	-				
AN EMERGENCY.	_			_	-					_						
	-	-	LLM	E88 H	WSTORY				T			HAMPLIER	ATION HIS	TORY	-	
KIRD		DAT		_		CIRIO		DATE	1				DATE		T	Telemon
DIPHTHERIA			$\rightarrow$		ACULOSI				DIPHTHE						1	
MEABLES	_				OID FEV				BOOSTER		DIA.					
INF. PARALYSIS.					ATIONS_					6 COUGH						
RHEUMATIC FEV			$\Box$		ENTS				TETANUS							
SMALLPOX		1		SHIP					0.5.7.							
TOWSILLITIS			_						BOOSTER	D.P.T					-	
WHOSPING COU	DH	-	-						-		_	DATE	MES	ULY	BAYE	PEBULY
CONTACT WITH	ACTIN	F 7110F1	CIR	dese					SMALLPO						$\rightarrow$	
DESCRIPTION OF THE	AL THU	1001	-			_			TURERCU	CIM YEST						
							PHYSIC	AL EXAM	HINATION	RECORD	0					
GRADE							T									
DATE (MONTH 4	VEAR		-				T									
BCHOOL	-															
HEIGHT (INCHES	)															
WEIGHT (POL/NO																
	1 0		-			1					1					
	R 0			$\neg$												
YESION	L .															
	- 0															
	R	$\Box$		$\neg$												
HEARING .	-	$\rightarrow$		$\rightarrow$	_	-	$\leftarrow$	+	-	-	-	-	-	-	-	
	L	1 1		- 1				1						1		
DATE	HE PAT	HOLDEY	-	_	1-	BLIGHT F	ATHOLOG	W:	3-00	EMEDIAL I	DEFECT		3	-	THOLOGY	11
POSTURE			_	_				_			_			_		
TYES PUPILS	_		_													
CONJUN	CTIVIT	18	_	_										-		
BOURT		_	_	-	_			-			-	_		-		
DRUME,		_	_	$\rightarrow$	_	_		+		_	-			+-		
CHECK	_	_	-	-				+			-			+	_	
3808		_	-	-				+			-			+		
PEETH			_	$\rightarrow$				1								
IVM8															-	
OWOUE				-1												
THROAT			_	1												
YMPH NODES_	_		_	+				-			-			-		
DIVERSION			_	$\rightarrow$				+		_	-			+		
HORAT		_	-	$\rightarrow$				+		-	_			_		
UMBS	_		_	$\rightarrow$				_	_		_			_		
ULGE-RATE &	-	_	_	_												
LOCO PRESSURE		_														
BOOMEN																
ERMA																
MENITALIA								-								
EET			_	-				-						-		
ECH			_	-				-			-			+		
ERYOUS SYSTEM		_	_	+				-			-			+		
AB. RESULTS_	_		-	+				-			-			+		
THER	_	_	-	+				1			1			+		
-			_	1												
AME OF PHYSIC	IAN.															
NAME OF HURSE.																

## PROGRESS NOTES: TEACHER'S OSSERVATIONS, DISCUSSIONS WITH PARENTS, PHYSICIAN'S RECOMMENDATIONS, NURSE'S REPORTS, ETC.

DATE	MOTES	BRUTANDIB	71
			-
			_
			-
			-
			_
			-
			-
			+
			-
			-
			-
			+
			$\vdash$
-			-
_			-
		-	-
			$\vdash$
			$\vdash$
			-
			-
			-
			-

Health Counseling

The procedures by which nurses, teachers, physicians, guidance personnel, and others interpret to pupils and parents the nature and significance of a health problem and aid them in formulating a plan of action which will lead to solution of the problem. (4)

Health counseling is an educational procedure, not a "telling." Health counseling acquaints parents and pupils with conditions requiring attention, interprets the reasons for care, and informs them of community

resources for providing the needed care.

A face-to-face conference with a parent, pupil and a teacher, principal, nurse, or physician is much more effective than a written notice in securing needed action. It is preferable to invite parents to school. Prior to the conference, the person serving as counselor reviews all information concerning the pupil that is available at school.

Some of the conditions revealed by the health appraisal which may require counseling are the need for diagnostic examination, the need for medical or dental treatment, a need for improved home care, a need for assistance in making social and emotional adjustments, or a need for

modified programs of education.

Representatives of local medical and dental societies should help to develop the policies and procedures for school health services. As members of the school and community health councils, they may study existing treatment facilities and stimulate community action to approve them if necessary.

Health counseling should be a continuous effort to help pupils to secure the benefit of modern health knowledge in maintaining physical fitness.

Emergency Care

The school health service program includes an adequate plan for emergency care. Although the school administrator has responsibility for establishing policies for emergency care, it is essential that he secure competent medical advice, preferably from the school medical adviser or a representative of the local medical society. In the event of sudden illness or accident, school personnel are responsible for (1) giving immediate care, (2) notifying the pupil's parents, (3) getting the pupil home or to a hospital; and (4) guiding parents, where necessary, to sources of treatment.

The immediate care to be provided should not exceed the limits of first aid. The principal, teachers, maintenance staff, and bus drivers should be competent to administer first aid. First aid kits should be stored in such places as the shop, home-making classroom, gymnasium, and playing fields.

The school's program for emergency care should be discussed in health class so that students become familiar with it. Every case of emergency, sickness, or injury provides an opportunity for health education. This is still another area in which health service program contributes to health education.

#### HEALTHFUL SCHOOL LIVING

A term which designates the provision of a safe and healthful environment, the organization of a healthful school day, and the establishment of interpersonal relationships favorable to the best emotional, social, and physical health of pupils. (6)

Providing for Emotional Health

Teachers who understand the developmental needs and growth patterns of adolescence and who are friendly and understanding can positively influence the emotional health of all the students in their classes. Administrative policies regarding home work, examinations, and promotion procedures should include a consideration of factors of emotional health. Class size, schedules, and the demands made on individual students for extracurricular and intramural activities are related to physical and emotional fatigue. The school administrator has many opportunities to review the total school program in the light of emotional health hazards for students.

The Physical Environment

The building in which students spend a large portion of their waking time is important to their health and well-being. Ventilation and lighting and heating facilities, as well as cleanliness, water supply, and toilet and handwashing facilities should be a major concern of the administrator. Desks and chairs too large or too small for rapidly growing adolescents are conducive to discomfort, fatigue, and faulty posture. Adjustments should be made at frequent intervals during the school year.

Students can help much with the cleanliness and neatness of halls, grounds, and classrooms. Pride in the appearance of their rooms can be utilized to help in keeping it attractive. High-school students should certainly not be expected to spend their days in dirty, poorly lighted, and poorly ventilated rooms. Such situations are not conducive to a favorable

attitude toward school.

The school grounds deserve as careful maintenance and planning as the interior of the school.

#### Health Service Units

Every school should have a properly equipped health service unit with separate rest and isolation rooms for boys and girls. Such a room might well be located close by the administrator's office.

#### School Food Service

Since most junior and senior high schools provide for food service, attention should be given to clean, attractive lunch rooms. There should be provision for storage, refrigeration, preparation, cooking and serving of food, for washing of utensils, and for waste disposal. The school administrator should secure a competent lunch-room director, who is familiar with lunch-room management and well prepared in nutrition. Lunch room personnel should be provided with a lavatory, toilet, and coat closet

of their own. Handwashing facilities should be available close to the entrance to the lunch room.

Sometimes decisions must be made whether money is to be raised at the cost of fitness of the children. Selling of candy and soft drinks in the lunch room or in the halls of the school may affect the physical fitness of children. If the candy is eaten after lunch, there is usually no objection. However, if the candy and bottled drinks are substituted for a well-balanced and nutritious diet, consideration should be given to the selling of more nutritious foods.

Sale of concentrated sweet and carbonated drinks by the school is disapproved by the American Medical Association, the American Dental Association, and the National Congress of Parents and Teachers.

The school food service program, again, provides opportunities for health education in food selection, for developing good eating habits, and for encouraging the social values of meal time. Pleasant conversation, attractive surroundings, and time to eat leisurely at lunch contribute to the health and happiness of everyone.

### The Health of School Personnel

According to Suggested School Health Policies (7:8):

A healthful environment also requires attention to the physical and emotional health of all school personnel. Protecting and promoting the health of school employees is an important part of the school health program. An effective plan protects the health of school personnel and of children and aids the board of education in employing persons who are physically, mentally, and emotionally equal to the requirements of the position. It is an aid in securing early diagnosis of health problems among employees and offers a real opportunity for health education and guidance. Children should not be in contact with sick adults (principals, teachers, supervisors, physicians, nurses, custodians, secretaries, school lunch workers, and bus drivers).

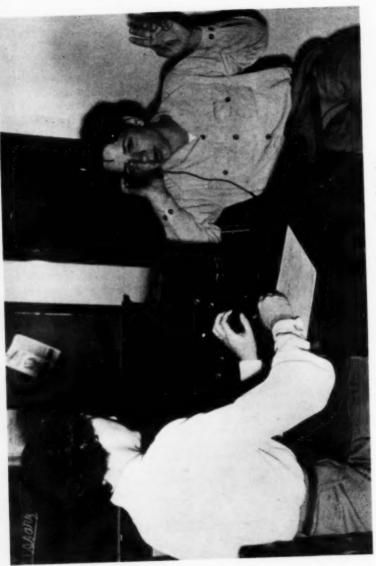
All school personnel should be required to have health examinations, including a chest X-ray, prior to employment and annually thereafter. The extent of such examinations should be determined by the board of education through co-operative planning with teachers, school administrators, and school medical consultants. School employees should observe measures established for preventing the spread of communicable diseases and remain at home when ill.

An adequate provision for sick leave without loss of pay for teachers and other employees should be established by the board of education.

## Selected Bibliography

 American Association for Health, Physical Education, and Recreation. Administrative Problems in Health Education, Physical Education, and Recreation. National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C. 1953.

- American Association of School Administrators. Health in Schools. Revised 1951. — 20th Yearbook. National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.
- Educational Policies Commission. Education for All American Youth: A Further Look. 1952. National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.
- Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association. Health Education. 4th Edition – 1948. National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.
- Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association. School Health Services.
   1953. National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.
- Joint Committee on Terminology in School Health Education of the American Association for Health, Physical Education, and Recreation, and the American School Health Association. Journal of Health, Physical Education, and Recreation, September 1951, pp. 14.
- National Committee on School Health Policies. Suggested School Health Policies. Revised 1956. American Medical Association, 535 North Dearborn Street, Chicago, Illinois; National Education Association, Washington 6, D. C.



The pure tone audiometer determines acuity of hearing.

## Recommended Criteria for Secondary Schools

HE following statements are suggested to school administrators as criteria for the evaluation of the school program for fitness. The preceding chapters included detailed considerations of the scope of the program. For an overview of the program refer to the chart on page 00 of the publication.

A careful analysis by the administrator of the secondary-school program will doubtless reveal many opportunities for improvement.

#### THE PHYSICAL EDUCATION PROGRAM

To insure for all students maximum benefits from physical education, provision must be made for planned programs, competent leadership, and adequate facilities, equipment, and supplies.

### Program

1. All students are scheduled in physical education classes every year.

Assignment of students to activity classes is based on a practical plan of scheduling which takes into consideration health status, grade level, skill development, and needs.

3. The program activities are selected and taught in a progressive sequence so that all students receive maximum fitness benefits. This includes developing the necessary skill, knowledge, and attitudes in all activities that can be taught with the facilities, time, and leadership available. The intramural and interschool program provides additional opportunity for students to participate in the activities they found challenging as a result of the instructional program.

 Provision is made for handicapped students through a program adapted to their individual needs.

5. Class size is consistent with that of other subject areas.

Co-recreational classes in appropriate activities are provided throughout the year.

7. In addition to teaching fundamental skills, the physical education program provides instruction in essential knowledges and development of desirable attitudes, including that of the need for and maintenance of physical fitness.

8. The interschool athletics program is closely articulated with other phases of the school program and all associated activities are scheduled so as not to disrupt the school day.

### Leadership

Teachers of physical education are graduates of a professional physical education curriculum in an accredited college or university.

2. Teachers display a real enthusiasm for teaching as a life profession.

3. Teachers have an understanding of the needs and interest of highschool youth and like to work with them.

4. Teachers display personal qualities that will merit the respect of

students and colleagues.

5. Teachers meet the criteria established to measure good teaching which includes using up-to-date methods, knowledge of the field and recent literature—including research, and active participation in professional education organizations.

6. Teachers possess a basic understanding of health education and

recreation.

#### **Facilities**

1. Facilities are adequate to meet the needs of the program, including fields; classrooms; gymnasia; and locker, shower, and storage areas.

2. Community resources are utilized to supplement the school facilities

for the purpose of enriching the program.

3. Facilities are utilized so that the activity can make the maximum conrtibution to the fitness of students.

4. Seating provided for spectators is of a type which can be easily removed so as to provide additional teaching stations for activity classes.

5. Facilities are maintained so as to provide for a safe and sanitary environment.

## Supplies and Equipment

 There is adequate equipment and supplies to allow for active participation of all pupils in each class.

2. Supplies and equipment are maintained in good condition and re-

placed as necessary.

3. First-aid supplies are readily available.

## RECREATION AND OUTDOOR EDUCATION PROGRAMS

To insure adequate opportunities in recreation and outdoor education for youth in the community, the following practices are recommended:

## Organization and Administration

1. The school studies the recreation and outdoor education needs and desires of the entire community and provides the necessary leadership, facilities, and programs to meet these needs.

2. The school has a school council on recreation and outdoor education

made up of students, parents, and faculty.

The school is a member agency of the over-all neighborhood or community planning agencies concerned with recreation and outdoor education. Curriculum planning studies conducted by the school include recreation and outdoor education needs.

5. School administrators help the staff identify and use local resources for recreation and outdoor education.

6. Teachers are encouraged to participate in the evaluation of recreation and outdoor education activities.

7. The school works closely with colleges and universities engaged in the education of professional recreation leaders.

8. The school principal provides general leadership to the program of the secondary school and the neighborhood or community program of recreation and outdoor education.

### Leadership

1. The staff is considered a part of the total community staff engaged in enriching community life.

2. The school staff includes members possessing competencies for contributing to the growth of youth and adults in a wide variety of recreational and outdoor educational experiences.

Staff schedules are flexible in order that specialists in various phases of the recreation and outdoor education program will be used to good advantage.

4. The entire school staff is involved in program planning and should be available for consultation when needed.

5. The school provides in-service education programs to increase staff competence in recreation and outdoor education through clinics, workshops, conferences, extension courses, etc.

6. Teachers assigned to recreation and outdoor education activities are articulate and skilled in the communicative arts and the human relations of community living.

 Teachers whose major responsibility is to conduct or co-ordinate recreation and outdoor education activities have at least a college minor in recreation.

8. Teachers assigned to recreation and outdoor education activities are qualified to teach youth both in and out of the classroom.

### Program

1. The school has a program which will encourage its students to develop interests and basic skills in a variety of wholesome activities which may be enjoyed in their leisure time throughout life.

2. The community program, in which the school plays an important role, provides a broad variety of recreation and outdoor education activities which will satisfy the needs and desires of people of all ages in the community.

Programs are planned on the assumption that learning is a life-long, all-day process; that it is inherent in all activities and especially new activities. 4. The school capitalizes on the learnings inherent in the activities of youth that take place in connection with other institutions, such as the home, the church, and voluntary social organizations.

5. The staff plans recreation and outdoor education opportunities for and with children, youth, and adults, and continuously evaluates programs in terms of need, interest, and efficiency.

The school plans organized activities needed to supplement existing programs of recreation and outdoor education provided by other community agencies.

#### Facilities

 School facilities are used for community recreation and outdoor education activities after school hours and during the summer months.

2. In constructing future buildings, school authorities plan to make available a school plant—both building and site—and equipment designed to facilitate the school program as well as the total community program of recreation and outdoor education activities.

3. The school joins other agencies in co-operative planning of facilities in order that new facilities may be used to best advantage for recreation and outdoor education activities.

 In conducting recreation and outdoor education activities, the school makes maximum use of parks, recreation areas, and other public buildings and lands.

#### THE HEALTH PROGRAM

To insure an adequate school health program at the secondary school level, the following practices are recommended:

#### School Health Education

1. Teachers with major emphasis on health education at the undergraduate level (preferable with additional graduate preparation) are secured to teach health courses at the secondary-school level.

2. The secondary-school program is so scheduled as to permit time for at least a semester 5-day a week course in health at the junior high-school level and a semester 5-day a week course in health at the senior high-school level (or its equivalent, in time and concentration).

The content of the health course at junior and senior high-school levels is selected to meet the needs and interests of the student as well as the needs of the community.

4. Health courses are provided for all students, both boys and girls.

5. Class sizes are consistent with the size of classes in other subject areas.

The necessary teaching materials and books are provided for health courses.

#### School Health Services

1. Provision is made for regular health appraisal of all students.

Provision is made for health counseling and follow-up so that the remediable defects will be corrected.

3. Written plans are prepared for emergency care procedures.

4. Close liaison with representatives of medical and dental societies in planning school health services is maintained.

5. All community resources are utilized in helping parents secure correction of defects, and in providing for regular observation by teachers and for screening tests.

## Healthful School Living

 A healthful, emotional climate is maintained through the friendly relationships of administrators, teachers, and pupils in addition to programming.

2. A safe, clean, attractive, school environment is provided.

3. Clean, attractive food service is provided for students.

 Attention is given to the educational implications in maintaining a healthful environment.

## Appendix I

## Selected Governmental, Professional, and Voluntary Agencies Contributing to School Health. Physical Education, and Recreation

OLLOWING are certain of the governmental, professional, and voluntary agencies selected for their interest, among other things, in the problems of school health, physical education, and recreation. This list is not complete, but it does include some of those agencies more specifically interested in secondary-school programs.

American Association for Health, Physical Education, and Recreation, National Education Association, 1201 Sixteenth St., N. W., Washington 6, D. C.

American Association for School Administrators, 1201 Sixteenth St., N. W., Washington 6, D. C.

American Association of Colleges for Teacher Education, 11 Elm St., Oneonta, N. Y.

American Automobile Association, 1712 G St., N. W., Washington 6, D. C.

American Camping Association, 343 South Dearborn St., Chicago 4, Ill. American Cancer Society, 521 West 57th St., New York 19, New York.

American Cancer Society, 521 West 57th St., New York 19, New Yo American Dental Association, 222 E. Superior St., Chicago, Ill.

American Heart Association, 1775 Broadway, New York 19, N. Y.

American Institute of Park Executives, 30 North LaSalle St., Chicago 2, Ill.

American Medical Association, 535 North Dearborn St., Chicago 10, Ill.

American National Red Cross, 17th and D Sts., Washington 13, D. C.

American Public Health Association, 1790 Broadway, New York 19, N. Y.

American Recreation Society, 1420 New York Ave., N. W., Washington 5, D. C.

American School Health Association, 228 North LaSalle St., Chicago, Ill. American Social Hygiene Association, 1790 Broadway, New York 19, N. Y.

American Youth Hostels, 14 West 8th St., New York 11, N. Y.

Association for Supervision and Curriculum Development, 1201 Sixteenth St., N. W., Washington 6, D. C.

The Athletic Institute, 209 South State St., Chicago 4, Ill.

Boys' Clubs of America, 381 Fourth Ave., New York 16, N. Y.

Boy Scouts of America, U. S. Route 1, New Jersey Turnpike, New Brunswick, N. J. Children's Bureau, Department of Health, Education, and Welfare, Washington 25, D. C.

College Physical Education Association, 1201 Sixteenth St., N. W., Washington 6, D. C.

Department of Elementary-School Principals, 1201 Sixteenth St., N. W., Washington 6, D. C.

Educational Policies Commission, 1201 Sixteenth St., N. W., Washington 6, D. C. Girl Scouts, Inc., 155 East 44 St., New York 17, N. Y.

National Association for Mental Health, 1790 Broadway, New York 19, N. Y. National Association for Physical Education of College Women, 1201 Sixteenth

St., N. W., Washington 6, D. C.

National Association of Secondary School Principals, 1201 Sixteenth St., N. W., Washington 6, D. C.

National Congress of Parent and Teachers, 600 South Michigan Blvd., Chicago

National Education Association, 1201 Sixteenth St., N. W., Washington 6, D. C. National Federation of High-School Athletic Associations, 7 South Dearborn St., Chicago 3. Ill.

National Foundation for Infantile Paralysis, 120 Broadway, New York 5, N. Y.

National Park Service. Washington 25. D. C.

National Recreation Association, 8 West Eighth St., New York 14, N. Y.

National Safety Commission, 1201 Sixteenth St., N. W., Washington 6, D. C.

National Safety Council, 425 North Michigan Ave., Chicago 11, Ill.

National Tuberculosis Association, 1790 Broadway, New York 19, N. Y.

The Young Men's Christian Association, 347 Madison Ave., New York, N. Y.

The Young Women's Christian Association, 600 Lexington Ave., New York, N. Y. U. S. Office of Education, Department of Health, Education, and Welfare, Washington 25, D. C.

U. S. Public Health Service, Department of Health, Education, and Welfare, Washington 25, D. C.

## Appendix II

## Meeting the Challenge To Develop Fitness1

HE school, community, and voluntary agencies should co-operate in total planning for total fitness of the community youth. The programs of health education, physical education, and recreation have many contributions to make. The quoted article below indicates how the three programs may meet the challenge for developing the fitness of youth to-

Health education-A program of organized health education is based on scientific information which will lead to the formation of desirable health habits,

attitudes, and appreciations.

For children, it includes instruction in food selection, rest and sleep, care of eyes and ears, body functioning, care of teeth, safety, first aid, and disease prevention. It should provide them with opportunities for participating in maintaining a healthful school environment.

For youth, there is instruction in health maintenance and improvement, personal and mental hygiene, family life, effects of narcotics, accident prevention, first aid, home nursing, disease prevention, and public health. There are opportunities for engaging in community health programs and becoming acquainted

<sup>&</sup>quot;Today's Challenge for Fitness," Journal of the American Association for Health, Physical Education, and Recreation, 22, 8:16, October 1951.

with community health resources, and they are encouraged to develop individual responsibility for their health status.

Physical education—An adequate physical education program is one of planned activities suited to sex, age, grade, ability, and special needs and interests of children and youth. Children are classified for supervised rest, restricted activity, or unlimited activity on the basis of health examinations.

The program for children should include vigorous active games, self-testing activities, rhythms, and tumbling, which provide for successful experiences and fun, stimulate physical development, and help to contribute to emotional security.

For youth, it should include instruction in a variety of physical activities, including team games, individual and dual sports, self-testing activities, combative and conditioning activities, rhythms, and aquatics. It should give them opportunities for engaging in intramural sports and interscholastic athletics for boys and sports days for girls, and for participating in individual games and sports.

Recreation—A program of recreation enables children and youth to acquire and develop skills, insights, and resources usable throughout life for the enrichment of leisure.

Both children and youth should develop skills in sports and games which will have carry-over value in adult life, experiences in nature study, arts and crafts, dramatics, music, and hobbies. They should have opportunities for social and other co-recreational activities such as tennis, swimming, and dancing, and experiences in outdoor education through camping and field trips. Through membership in clubs where the satisfaction of group association and acceptance can be secured, the program should give young people who have special needs because of timidity, inadequate skills, or emotional stability an opportunity to secure understanding guidance.

The home, school, and community—The home, school, and community should provide a safe and sanitary environment which gives attention to heat, light, play space, noise, water supply, and building construction. Furthermore, they should see to it that there is an emotionally healthful home and school climate, taking into account such factors as freedom from fear, anxiety, and emotional stress.

Provision should be made for a thorough, periodic, planned health examination combined with daily observation by all teachers; individual health guidance and counseling, a co-ordinated follow-up program to provide needed corrective facilities and protective measures; and co-operative planning and participation in the provision for and use of community facilities.

Good programs will help children and youth to achieve total fitness for the tasks to be performed, courage and moral, skills for protection and survival, skills and interests for off-the-job time, democratic beliefs and skills in human relationships, and moral and spiritual values.

## 1956 Summer Session Courses and Workshops on the Junior High Schools

N SUMMER sessions this year, 50 colleges and universities will offer a total of 83 courses and workshops dealing specifically with the junior high school, according to a survey recently completed by the Committee on Junior High-School Education¹ of the National Association of Secondary-School Principals. The listing of these courses is one of the five projects scheduled by the Committee for 1956. The headquarters staff members responsible for carrying on these projects are the secretary of the Committee, Ellsworth Tompkins, and Virginia Roe.

In November 1955, a letter was sent to 250 selected universities and colleges, asking for information on proposed Junior High School Courses for Summer 1956. Part of the letter read:

The rapidly growing interest in the junior high school is phenomenal. It is the Number One issue in school organization. Year by year more and more teachers and principals are joining junior high-school staffs; and the time is coming when the great majority of early adolescents will be enrolled in junior high schools or in grades VII, VIII, and IX of the 6-year high school. In fact, more than 52 per cent of all enrollees are there already.

For these reasons the Committee on Junior High-School Education of the National Association of Secondary-School Principals is compiling a list of 1956 summer session courses or workshops or conferences on Junior High School Administration and Instruction. Special courses on Core Curriculum, Unified Studies, or Common Learnings should be included. May we have a reply from your institution?

Ninety-two institutions responded in detail to the request. Forty-two reported that no specific course or workshop on the junior high school was to be offered during the 1956 Summer Session. But practically all of the forty-two indicated that emphasis, and in some cases significant emphasis, would be given the junior high school in the comprehensive courses and workshops on secondary education. It is apparent then that at least ninety-two institutions of collegiate grade are alert to the expanding influence of junior high schools and junior high-school education.

ROSCOE V. CRAMER, Principal, West Jr. High School, Kansas City Missouri. FORREST E. LONG, Professor of Education, New York University, New York.

L. L. Myers, Principal, Kirk Junior High School, East Cleveland, Ohio.

W. EARL SAMS, Consultant in Secondary Education, State Department of Education, Sacramento, California

CLARENCE H. SPAIN, Principal, Binford Junior High chool, Richmond, Virginia.
WILLIAM T. GRUHN, Professor of Education, University of Conn., Storrs, Connecticut.
Chairman.

#### COLLEGES RESPONDING TO INQUIRY

Colleges and universities offering courses, conferences, and workshops on junior high schools during the 1956 Summer Session are starred (\*).

State Teachers College, Florence, Alabama

State Teachers College, Troy, Alabama

Tuskegee Institute, Tuskegee Institute, Alabama

University of Alabama, University, Alabama

\*Arizona State College, Tempe, Arizona

\*Chico State College, Chico, California

\*Fresno State College, Fresno, California

 Long Beach State College, Long Beach, California Sacramento State College, Sacramento, California

\*San Francisco State College, San Francisco, California

\*University of California, Berkeley, California University of California, Los Angeles, California Colorado State College, Greeley, Colorado

\*University of Colorado, Boulder, Colorado

\*University of Denver, Denver, Colorado

The Catholic University of America, Washington, D. C.

 University of Florida, Gainesville, Florida Emory University, Emory University, Georgia University of Idaho, Moscow, Idaho Chicago City Jr. College, Chicago, Illinois

Northwestern University, Evanston, Illinois

\*Ball State Teachers College, Muncie, Indiana

Butler University, Indianapolis, Indiana
 Indiana University, Bloomington, Indiana

Iowa State College, Ames, Iowa

Kansas State Teachers College, Emporia, Kansas
 University of Kentucky, Lexington, Kentucky

Dillard University, New Orleans, Louisiana State Teachers College at Towson, Baltimore, Maryland

State Teachers College, Frostburg, Maryland

\*University of Maryland, College Park, Maryland

\*Boston University, Boston 15, Massachusetts Harvard University, Cambridge, Massachusetts

Central Michigan College of Education, Mt. Pleasant, Michigan

\*Michigan State University, East Lansing, Michigan

\*University of Michigan, Ann Arbor, Michigan

\*Wayne University, Detroit 1, Michigan

\*Western Michigan College of Education, Kalamazoo, Michigan

\*State Teachers College, St. Cloud, Minnesota

The University of Mississippi, University, Mississippi

 Central Missouri State College, Warrensburg, Missouri Northwest Missouri State College, Maryville, Missouri

\*Southwest Missouri State College, Springfield, Missouri University of Missouri, Columbia, Missouri

\*Montana State College, Bozeman, Montana

\*Montana State University, Missoula, Montana

 The University of Nebraska, Lincoln, Nebraska Rutgers University, New Brunswick, New Jersey

\*Seton Hall University, South Orange, New Jersey

State Teachers College, Jersey City, New Jersey

\*Hofstra College, Hempstead, New York

\*New York University, New York, New York

\*Syracuse University, Syracuse, New York

\*Duke University, Durham, North Carolina

State College of Agriculture and Engineering, Raleigh, North Carolina The University of North Carolina, Chapel Hill, North Carolina

State Teachers College, Minot, North Dakota

\*University of North Dakota, Grand Forks, North Dakota Bowling Green State University, Bowling Green, Ohio Kent State University, Kent, Ohio

\*Ohio State University, Columbus 10, Ohio

\*University of Oregon, Eugene, Oregon

State Teachers College, Clarion, Pennsylvania

State Teachers College, East Stroudsburg, Pennsylvania

State Teachers College, Edinboro, Pennsylvania

State Teachers College, Indiana, Pennsylvania State Teachers College, Kutztown, Pennsylvania

State Teachers College, Millersville, Pennsylvania

State Teachers College, Slippery Rock, Pennsylvania \*Temple University, Philadelphia, Pennsylvania

The Pennsylvania State University, University Park, Pennsylvania

\*University of Pennsylvania, Philadelphia, Pennsylvania

\*University of Pittsburgh, Pittsburgh, Pennsylvania \*South Carolina State College, Orangeburg, South Carolina East Tennessee State College, Johnson City, Tennessee

\*George Peabody College for Teachers, Nashville 5, Tennessee The University of Tennessee, Knoxville, Tennessee

\*Baylor University, Waco, Texas

\*Southern Methodist University, Dallas, Texas

\*University of Houston, Houston 4, Texas

The University of Texas, Austin, Texas Brigham Young University, Provo, Utah

 University of Utah, Salt Lake City, Utah University of Vermont, Burlington, Vermont

\*College of William and Mary, Williamsburg, Virginia

 Central Washington College of Education, Ellensburg, Washington Seattle Pacific College, Seattle, Washington

University of Washington, Seattle, Washington

West Virginia University, Morgantown, West Virginia \*University of Wisconsin, Madison, Wisconsin

Wisconsin State College, La Crosse, Wisconsin Wsconsin State College, Oshkosh, Wisconsin

The information received was tabulated and listed in alphabetical order by state and by institution within states. Where no exact data were given, the space has been left open. Unfortunately, material submitted after a deadline date of January 16, 1956, could not be included in the listing. The NASSP Committee on Junior High-School Education wishes to thank the institutions for their willingness to participate in the project. Also, it is receptive to ideas from NASSP members on possible improvements.

LIST OF COLLEGES AND UNIVERSITIES OFFERING COURSES AND WORKSHOPS ON JUNIOR HIGH SCHOOLS, 1956 SUMMER SESSION

Institution	Course No. and Name	Date of Duration	Credits	Professor
Arizona State College Tempe, Arizona	The Junior High School	July 16-August 18	2 semester hours	
Chico State College Chico, California	Ed. 166, The Junior High School and Its Curriculum	1956 Summer Session	2 semester hours	
Fresno State College Fresno, California	Ed. 123 The Junior High School	June 18-July 27		
Long Beach State College Long Beach, California	Problems in Teaching the Core Curriculum The Junior High School	1956 Summer Session		John C. Robertson
San Francisco State College San Francisco, California	Developmental Reading in Junior and Senior High Schools	1956 Summer Session	3 semester hours;	
	Methods and Materials for the Core Program Conference on Grouping on the Elementary and Jun- ior High Levels		3 semester hours; I semester hour	
University of California Berkeley, California	Ed. 172, The Junior High School	1956 Summer Session	2 semester hours	
University of Colorado Boulder, Colorado	The Junior High School	July 23-August 24	2 semester hours	Munjon Nagelberg
	Core Curriculum Junior High School Adminis- trators Workshop	June 18-July 20 July 2-July 6	2 sem. hours	Stephen Romine

Institution	Course No. and Name	Date of Duration	Credits	Professor
University of Denver Denver, Colorado	Junior High School Education	n 1956 Summer Session		
University of Florida Gainesville, Florida			3 semester hours	
	Ed. 601, The Junior High School Curriculum	n June 18-August II	3 semester hours	
	Ed. 611, The Core Program in the Secondary School	n June 18-August 11	3 semester hours	
Northwestern University Evanston, Illinois	Ed. C 33, Teaching Unified Studies and Core-Curriculum in Junior and Senior High Schools	d 1956 Summer Session	§ semester hours	
	Ed. C 48, The Junior High School	h 1956 Summer Session	3 semester hours	
Ball State Teachers College Muncie, Indiana	Ed. 324, Psychology of Adoles- June 11-July 13 cence Ed. 546, Core Curriculum Ed. 446, Teaching in the Core Program	s- June 11-July 13		
	Ed. 546. Core Curriculum Ed. 446, Teaching in the Core Program Ed. 381, The Junior High School	July 16-August 17 re th		

Institution	Course No. and Name	Date of Duration	Credits	Professor	
Butler University Indianapolis, Indiana	Ed. 528, The Junior High School				
Indiana University Bloomington, Indiana	Ed. S527, Junior High School Problems  Ed. S604 Improving the Teaching of Reading in the Junior and Senior High	1956 Summer Session	2½ semester hours 2½ semester hours		
Kansas State Teachers College Emporia, Kansas	The Junior High School in American Education	July 16-August 3	\$ semester hours	Don Davis	
University of Kentucky Lexington, Kentucky	Core Curriculum	1956 Summer Session			
University of Maryland College Park, Maryland	Ed. 134, Materials and Procedure for the High School Core Curriculum	1956 Summer Session			
Boston University Boston 15, Massachusetts	Psychology of Adolescence	July 9-August 18	3 semester hours		
	Methods of Teaching Art in the Junior High School	July 9-August 18	3 semester hours		
	Music in the Junior High School	July 9-August 18	3 semester hours		
Michigan State University East Lansing, Michigan	Teaching Georgraphy in the Elementary and Junior High School	June 26-August 3			
	Junior High Hornemaking	August 6-August 24			

u	uo	2 semester hours 2 semester		uc	uc	on Wilkinson	200000000000000000000000000000000000000
1956 Summer Sessio	1956 Summer Session	July 30-August 10 June 18-July 27	1956 Summer Session	1956 Summer Session	1956 Summer Session	1956 Summer Session	Tune 11-Tuly 15
Ed. B121, Junior High School 1956 Summer Session	Ed. 720.1, The Junior High School Ed. 721, The Core Curriculum Concept	Teaching in the Core Curriculum The Junior High School	Ed. 370, Junior High School Education	Adolescent Psychology	Ed. 104, Special Methods of Teaching in Junior High Ed. 224, Junior High School Administration and Man- agement	Ed. 141, Psychology of Adoles- cence	Ed. 405. The Junior High
University of Michigan Ann Arbor, Michigan	Wayne University Detroit I, Michigan	Western Michigan College of Education Kalamazoo, Michigan	State Teachers College St. Cloud, Minnesota	The University of Mississippi University, Mississippi	Central Missouri State College Warrensburg, Missouri	Southwest Missouri State College Springfield, Missouri	Montana State College

Professor	Harry Spencer	Harry Bard				Frank K. Mosher	David Austin	
Credits	4 sem. hours	3 semester hours	3 semester hours 3 semester	\$ semester hours	3 semester hours 5 semester hours 7 semester hours	3 semester hours	3 semester hours	3 semester hours
Date of Duration	1956 Summer Session 2 weeks	June 13-August 3	July 2.July 20 July 23-August 10	June 12.July 26	July 3-August 10 July 3-August 10 July 3-August 10	July 2-August 10	June 12.June 29	June 15-August 4
Course No. and Name	The Junior High School Junior HS Workshop	The Junior High School	Ad 326, Administration and Organization of the Junior High School Ad 327, Supervision of the	Junior High School Ed. 221, The Junior High School	Ed. 230.45, Junior High School Organization Ed. 230.46, Junior High School Curriculum Ed. 230.86, Administration of the Junior High School	Ed. 165, Planning and Guid- ing Learning Through the Junior High School Cur- riculum	Ed. S231, Problems of the Jun- ior High School	Ed. 561, The Junior High School
Institution	Montana State University Missoula, Montana	The University of Nebraska Lincoln, Nebraska	Seton Hall University South Orange, New Jersey	Hofstra College Hempstead, New York	New York University New York, New York	Syracuse University Syracuse, New York	Duke University Durham, North Carolina	University of North Dakota Grand Forks, North Dakota

Institution	Course No. and Name	Date of Duration	Credits	Professor
Ohio State University Columbus 10, Ohio	Ed. 676, Teaching in the Core Program in the Secondary- School	1956 Summer Session		
University of Oregon	Junior High School Workshop	July 9.20		Arthur C. Hearn
Lukene, Orekon	Ed. 484 (G), The Junior High School	1956 Summer Session		Vern Wilson
Temple University Philadelphia, Pennsylvania	Workshop in Core and Uni- fied Curriculum; Practicum in Curriculum	July 2-July 20 July 23-August 10	4 semester hours 3 semester	
University of Pennsylvania Philadelphia, Pennsylvania	Core Curriculum Unified Studies	1956 Summer Session	hours	
University of Pittsburgh Pittsburgh, Pennsylvania	Ed. 178, Special Functions of the Junior High School	1956 Summer Session		
South Carolina State College Orangeburg, South Carolina	Junior High School School Administration	1956 Summer Session	6 semester hours	
George Peabody College for Teachers Nashville 5, Tennessee	Ed. 472W, Junior High School Workshop	July 16-20	1½ quarter hours	
Baylor University Waco, Texas	The Junior High School: Its Organization and Admin- istration	1956 Summer Session		
Southern Methodist University Dallas, Texas	The Junior High School	June 4-June 22		C. L. Wisseman

Institution	Course No. and Name	Date or Duration	Credits	Professor
University of Houston Houston 4, Texas	Ed. 661, Seminar in Junior High School	July 16-August 25	3 semester hours	
The University of Texas Austin, Texas	Organization and Administra- tion of the Junior High School	June 5-July 17	3 semester hours	
	Curriculum and Instruction in the Junior High School	July 17-Aug. 28	3 semester hours	I. I. Nelson
University of Utah Salt Lake City, Utah	Ed. 267R, Workshop-Core Curraculum Ed. 257R, Workshop in Junior High School	August 6-17		Gertrude Noar
College of William and Mary Williamsburg, Virginia	Junior High School	Post-Session three weeks		
Central Washington College of Education Ellensburg, Washington	The Junior High School Core Curriculum Psychology of Adolescence and Guidance	July 9-20 July 19-August 17 July 19-August 17		Gertrude Noar Dan L. Oppleman David Shepherd
	Science in Early Adolescent Education	June 18-July 18		Bernard. Michaels
University of Wisconsin Madison, Wisconsin	Mid-West Junior High School Conference	July 10-July 11		
	Curriculum Workshop	June 25-July 21		
Wisconsin State College Oshkosh, Wisconsin	Adolescence, Its Characteris- tics and Problems	1956 Summer Session		

# The Book Column

#### **Professional Books**

Addresses and Proceedings of the Ninety-Third Annual Meeting, Vol., 93. Washington 6, D. C.: The National Educational Association. 1955. 415 pp. \$5. Contains the addresses given before the Representative Assembly in Chicago, July 3-8, 1955 (8 in number); the minutes of the business meetings; a delineation of the activities of the departments of the National Education Association; annual reports of the NEA, including the financial report, the report of the Budget committee, and the reports of committees, commissions, and councils; and associational records and information, including the NEA charter, bylaws, standing rules, the platform, a calendar of meetings, officers for 1954-55, head-quarters staff, and a list of the delegates to the thirty-fourth Representative Assembly.

ANDERSON, E. W. Teaching as a Career. Washington 25, D. C.: Superintendent of Documents. 1955. 20 pp. 15c. In this bulletin of the Office of Education, it is pointed out that capable young people prepared for teaching will find great demand for their services in the immediate years ahead. It is expected that the present critical need for qualified elementary-school teachers will continue for many years. In addition, the present shortages of high-school and college teachers in mathematics, science, and technical fields will, according to predictions, spread to virtually all subjects as the large numbers of students now in the elementary schools move on into the high schools and later into the colleges.

BABCOCK, C. D. and I. J. QUILLEN. American Values and Problems Today. Chicago 11: Scott, Foresman and Company. 1956. 528 pp. \$3.96. This text for senior problems courses is designed to help young people move forward on the road to responsible citizenship. It provides factual information on the problems that lie ahead, challenging ideas to think about and discuss—and, above all, problem—solving approaches and methods that are usable in a world of rapid change. To give readers a frame of reference for the discussion of personal and social problems that follows, the text opens with an orientation section—"The Study of Problems." Reading the two chapters in this section, students should begin to sense the dimensions of the problems that confront them. At the same time, they should see that these are no insurmountable obstacles, that people do make progress and gain from the experience.

In a series of chapters headed "Your Personal Problems," the authors try to help the student clarify his thinking about the kind of life he wants for himself. This section provides a background for decisions he will have to make about choosing a vocation, establishing a family, living a full life. The third section deals with the problems facing society as a whole—including participating in government, reducing the frictions of social life, keeping informed, maintaining our system of production.

The dominant theme running through the book is the responsibility of the individual in problem situations. Finding solutions becomes a matter of making

choices; and ultimately, making wise choices rests on the values which Americans consider important. Throughout the text, democratic values—plus the ideals and standards of the individual— are underscored as the basic ingredients of a mature approach to problem solving. The authors have tried to personalize the student's understanding of modern problems by writing in a friendly tone that "involves" him right from the start. Understanding should come easier, too, through the many charts, drawings, and photographs in the book. Further aids to understanding are the reading and study helps, the special "unit opener" sections, chapter reviews and previews, activity suggestions, review questions, vocabularly helps, list of films, and supplementary annotated reading lists.

BLANSHARD, PAUL. The Right To Read. Boston 8: Beacon Press. 1955. 347 pp. \$3.50. In this book Paul Blanshard, combining the roles of a "literary war correspondent and a very zealous moral philosopher," reviews the whole field of the freedom and censorship of reading in the United States today. He asks two questions: How much literary freedom actually exists in the United

States today? How much should exist?

Mr. Blanshard goes to the heart of the most important controversial issues of our time, examining the great moral problem areas of American life in which the people's right to read is threatened by censorship laws or reactionary pressure groups. He covers the recent battles for freedom in America's public libraries, schools and newspapers from Los Angeles to Washington, and from Atlanta to Detroit. He discusses paperbacks, comic books, "girlie" magazines, tabloids, book-burning, pornography, textbooks, libel laws, fraudulent advertising, monopoly in the ownership of newspapers, Communist propaganda, the National Organization of Decent Literature, and the American Legion.

Although Mr. Blanshard is a lawyer, this is not a legal treatise. However, it is packed with well-documented legal facts, the kind of facts which ordinary readers want to know about the laws and customs controlling our reading matter, especially in the twilight zones of obscenity, sedition, blasphemy, fraud, and violence. It summarizes the legal decisions in these matters in popular language, and discusses the social concepts that lie behind the laws. It asks those vital questions which concern the common man: How bad are the comic books, and should they be suppressed? Dare we put Communist books on our public library shelves? Who doctors our textbooks? Does anti-religious literature of internationalism destroy the loyalty of our school children? From where did our ideas of obseene literature come"

This is not a blanket attack on censorship, but a reasoned analysis of the whole pattern of the control and the distribution of reading matter in our civilization. Through all the discussion runs an emphasis upon the need for preserving America as an open society in which there will be reasonable balance between freedom and responsibility. Mr. Blanshard's deepest concern is with the right of the non-conformist minority in morals, politics, economics, and religion to write and speak freely without penalty. "Censored ideas," he says, "are usually the most vital ideas of our life, and man's whole future may depend upon his right to examine them with free intelligence."

CALEY, B. Teacher's Answer. New York 1: Vantage Press, Inc. 1955. 279 pp. \$3.50. With a background of 31 years of public school teaching, and with a deep awareness of the weaknesses of our school system, Dr. Caley comes forward with a ringing challenge to the public to look upon these educational

defects—and to do something. Mass-assembly-line techniques are turning out hordes of "literate but unlearned" young Americans, he affirms—young Americans who are potentially easy prey to propaganda and to the ever-present danger of demagogues among us.

What can teachers do about it" Everyone knows—and Dr. Caley confirms—the reasons why they seldom criticize...out loud. Younger teachers have no yen to incur the displeasure of their superiors, and mature teachers don't want to become known as old fogies. Dr. Caley speaks out. He speaks for the teacher as a man who regards his profession as a calling—not just a job—an educator who constantly holds before him the true aim of our public-school system: to build citizens equipped to cope intelligently with the problems of a democratic society.

Not an apologia, not a critique in the censorious sense, the book is a forth-right statement of facts . . . facts that the public should understand in order to give our youth the training essential to keep the democratic way of life secure. It is all here: the overloaded classes in which a teacher cannot hope to instill efficient learning skills or to mold character in each individual; the conflict between compulsory attendance and voluntary education"—It is a tragic mistake to make a reformatory out of the public school"; the problem of securing the ablest and best among us as teachers, working and salary conditions being what they are; publicity policies which, instead of delivering all the facts, paint a picture without blemish—a method which "smacks a mite too much of clever advertising."

Innumerable questions are raised here—questions that go deep into the reasons why young Americans are what they are today. When we all know that sound character is the basis for responsible citizenship, why do we approve a system that permits just enough study—or work—to "get by"? When it is common knowledge that phychiatric institutions are crowded with maladjusted individuals, why do we countenance the idea of making education "easy and entertaining"—even alluring—to young people who will find out to their frustration that life in the cold, cold world is not necessarily a do-as-you-feel-like operation?

CARTER, J. F., chairman. Subject and Title Index to Short Stories for Children. Chicago: American Library Association. 1955. 339 pp. \$5. Realizing the need for a tool to assist public and school librarians in locating stories on specific or related subjects and in tracing hard-to-find stories, the editorial committee of the American Library Association appointed a subcommittee to compile this subject and title index to short stories for children. It has been planned for the use of public and school librarians and teachers who work with boys and girls from the third grade through junior high school. Approximate grading for each book is indicated. Individual stories may be used at various grade levels, depending on the purpose and the group for which they are intended. The 372 books indexed in this book were chosen with the help of children's and school librarians in various parts of the country. Important out-of-print titles have also been included, since many of them are still available in many libraries. The book is divided into three parts: a list of books, indexed, arranged alphabetically by code letters with author, title, publisher, and grade level of each book given; subject index, arranged alphabetically by subject; and a list of stories indexed, arranged alphabetically by title with the author of the story and code letters.

CHAUNCEY, HENRY. Annual Report. Princeton, N. J.: Educational Testing Service, 20 Naussau St. 1954-55. 140 pp. Includes an introduction in which the president discusses some of the problems of education; a discussion of the Services work in research, its testing programs, its meetings and conferences, its administration policies, its finances; a summary of research projects for 1954-55, and articles and speeches given.

DAVIS, J. B. The Saga of a Schoolmaster. Boston 15: Boston University Press. 1955. \$4.50. Dean Davis's career parallels that of many successful Americans. He climbed steadily in the field of secondary education, during its years of growing pains and attendant problems. Keenly aware of difficulties, he explains clearly and simply how they were solved. When sweeping changes in curriculum, organization, and administration took place, the author had his part to play in them all. Therefore, the book is largely the inside story of the progress of secondary education from 1890 to 1950, illustrating how such advancement is brought to pass in America.

As a pioneer in the field of guidance and one of the founders of the National Vocational Guidance Association serving as its first executive secretary, he has recorded historical material not heretofore published. Also, as one of the founders of the National Association of Secondary-School Principals, he reveals its origin and early struggles. Dean Davis has in recent years been cited and honored by both of these Associations.

This is of practical value to all prospective secondary-school teachers and administrators. It should be available in all of our teacher training institutions, and would interest all concerned with the development of secondary schools in America. It makes clear the American way of progress in education as we are now just entering a new era of change and reorganization.

Chapter titles are: Heredity and Environment; The Adolescent in a City School System; Teenage Experiences; Student at Colgate University; College Life in 1890's; A High-School Teacher: Teacher's Extracurriculum; Initiation of a High-School Principal; Impetus of New Building; Junior College Movement; Pioneering in Organization and Methods of Guidance; Pioneering in Promotion of Guidance Movement; State Supervisor of Secondary Education; A University Professor of Secondary Education; Secondary Education in Europe; Deanship of School Education; The American Way in Education; The American Way in Education; Retirement, and Rewards of the Schoolmaster.

Paul E. Elicker, Executive Secretary of the National Association of Secondary School Principals, a department of the National Education Association states:

"Our esteemed Doctor Jesse B. Davis, the author, describes in the chapter entitled "The American Way of Education," the most significant milestones and educational gateways of the progress of American secondary education during the last half century. His account is interesting, vivid, and accurate. Dr. Davis, however, must be charged with some serious omissions in not recording his own significant and influential part in movements and studies in American secondary education."

DEWITT, NICHOLAS. Soviet Professional Manpower—Its Education, Training, and Supply. Washington 25, D. C.: Superintendent of Documents. 1955. 428 pp. \$1.25. The Soviet Union is graduating almost twice as many technical specialists in certain fields as the United States. Between 1928 and 1954 the Soviet Union graduated about 682,000 professionals in the engineering field, as against 480,000 in the United States during roughly the same period. Agri-

cultural graduates in the Soviet Union totaled about 244,000, as against 133,000 in the United States; and Soviet graduates in medicine out-numbered those in the United States two to one, 320,000 against 148,000.

These and other findings are presented in this definitive study, being published by the National Science Foundation in co-operation with the National Academy of Sciences-National Research Council. The book is the result of more than two years of research on the Soviet educational system and on the supply and distribution of its professional manpower. In announcing publication of Soviet Professional Manpower, Alan T. Waterman, Director of the National Science Foundation, and Detlev W. Bronk, President of the National Academy of Sciences-National Research Council, expressed the hope that the book would not only serve to focus nation-wide attention on the capabilities of other nations in science and technology but would also arouse interest, particularly at the local level, in the need for greater attention to our own problems in identifying and training persons with special aptitudes for careers in science and technology.

Universal education falls far short of achievement in the Soviet Union, and educational opportunities are generally more limited than in the United States. Soviet higher educational establishments graduated only half as many persons in all fields as did the United States during the last 25 years, but Soviet educational policy and practices have been shaped to meet the growing needs for scientific and technical manpower, with the result that, from a very much smaller educational base, the Soviet Union is turning out a higher number of trained specialists than is the United States.

Soviet production of trained specialists is achieved by sacrificing other elements that the democracies regard as important, however. The Soviet Union has a drastically small number of graduates in the humanities, whereas between 65 and 70 per cent of all graduates in the United States are in the social sciences and the liberal arts.

The book points up the differences in educational philosophy and method between the United States, where the ideal is to educate as many of its citizens as possible for their own as well as for the public welfare, and that of the totalitarian state, where the goal is to serve the needs of an expanding industrial order and the complexities of a bureaucratic government.

The high ratio of technical specialists in Soviet graduating classes and the number of trained professionals in the labor force (about 47 trained professionals per 1,000 workers and employees) is achieved by early specialization and strong incentive awards for scientists and engineers. Specialization begins in the secondary schools where 40 per cent of all instruction is devoted to science. The preferential treatment of professionals with respect to military duty, monetary rewards, social prestige, choice living accomodations, and so on, strongly motivates Soviet youth toward careers in science and engineering. Once committed to such careers, however, Soviet young people are not free to change their minds. Job placement is involuntary and coincides with the field of formal training. Stringent labor laws impose severe restrictions on changes of occupation. Although the Soviet ratio of graduate professionals to total population is low (about 80 per 10,000) as compared with 320 per 10,000 in the United States, the Soviet Union is making rapid strides. In 1926 the figures were only 12 per 10,000 population.

Soviet concentration on increasing the number of trained professionals in the labor force is indicated by the great emphasis laid on improving the educational system. Of the two million professionals in the Soviet Union in 1954, about 42 per cent were trained for, and employed in, the field of education. The remainder was distributed as follows: 27 per cent in engineering and related fields and employed in industry, manufacturing, mining, transportation, and communication; 16 per cent in health fields; 9 per cent in agricultural fields; and only 6 per cent in all socio-economic service fields. A similar situation obtains with respect to semi-professionals.

The author has stressed the fact that liberal comparisons of the educational systems of the United States and the U. S. S. R. are not possible because of the fundamental differences both in the systems themselves and in the underlying philosophies. In the Soviet Union, for example, the advanced degree is regarded more as a mark of past achievement than as a requisite for future work. Soviet advanced degrees are not indispensable prerequisites for academic appointment. Often the advanced degree is made after appointment to academic rank in recognition of certain research accomplishments. The U. S. S. R. is characterized by marked conservatism in appointments to academic ranks and in the award of advanced degrees. One must assume, therefore, that there are many professionals in the Soviet Union trained to approximately the same level of the Ph.D. in the United States but who are not numbered among those upon whom formal degrees have been conferred.

Despite essential differences, however, a comparison of the two systems reveals some significant facts for citizens of the United States. Thus, although there were more than 5½ million persons with higher education in the United States in 1953, as against only 2 million in the Soviet Union, in applied scientific fields the number of Soviet professionals who had completed higher education was about equal to, or somewhat more than, the number of persons with similar training in the United States. In the Soviet Union more than 60 per cent of the regular graduating classes consist of science majors (engineering, agricultural, biological sciences, and medical field professionals), engineering graduates represent about 31 per cent of the 1954 graduates in the U. S. S. R., as against less than 8 per cent of the total in the United States.

This intense concentration by the Soviet Union on increasing the numbers of trained scientists, engineers, and other specialists is going on at a time when science and mathematics are being waived as requisites for high-school graduation in parts of the United States. College and university professors find that many potentially capable science students have received insufficient training in mathematics to qualify them for enrollment in college science classes. Low pay and lack of other incentives tends to divert science teachers into other fields at a time when schools, colleges, and universities are faced with greatly enlarged enrollments.

EELLS, W. C. Communism in Education in Asia, Africa, and the Far Pacific. Washington 6, D. C.: American Council on Education. 1785 Mass. Ave. 256 pp. \$3. This book will give the American public a better perspective on the whole problem—the world problem—of the infiltration of Communist ideology into the schools. It shows the pattern of action; gives both a sharp and sympathetic interpretation of the causes—sharp in its understanding of political motives, sympathetic in its understanding of human misery and desperation.

Little has been known about the schools of Asia, Africa, and the South Pacific—the institutions that form opinions and not infrequently promote action. Nothing has been published on as wide scale as this. Schools are named, government officials and educators are quoted, and a tremendous amount of opinion from native newspapers and periodicals reveals what these people think about themselves and about Western peoples—about us. Here is invaluable information and assistance to educators in the United States who meet and teach, and can and do influence for better or worse, more than 33,000 foreign students each year.

Dr. Eeell's final chapter gives some very concrete and deeply felt suggestions of things which the American government, American institutions and organizations, and the American people as individuals can do to combat the infiltration of Communist influence in education abroad and to make sure "it doesn't happen here."

The Literature of Japanese Education, 1945-1954, Hamden, Connecticut: The Shoe String Press, 51 Caroline Street. 1955. 218 pp. \$5. Never before in the history of the world has a nation of 75,000,000 people attempted such revolutionary and far-reaching changes in its educational system and teaching procedures as has been done by Japan since its surrender to the Allied Powers on August 14, 1945. Opinions may and do differ as to the wisdom of introducing so many changes so rapidly in the educational system of the country and as to their permanence and value now that a peace treaty has been signed and full sovereignty restored to the Land of the Rising Sun. But there can be little difference of opinion as to the value of making available in convenient form information concerning the extensive literature which has grown out of this vital decade 1945-1954 in the history of education in Japan. The book also contains annotated references to over 1800 publications.

EYE, G. G., and W. R. LANE. The New Teacher Comes to School. New York 16: Harper and Brothers. 1955. 390 pp. \$4.50. This text is devoted wholly to problems of new teachers in the schools. It discusses at length their peculiar problems, their special needs, and ways of expediting their adaptation to school and community. The authors also draw attention to individuals and

groups who have responsibilities to new teachers.

At a time when the teacher shortage becomes more acute each year, and the most serious losses in teaching personnel are among those in their first years of experience, it is important that special efforts should be directed toward increasing the holding power of the profession. The book is a major contribution toward this end. It should serve as a stimulus and guide to those concerned with planning induction activities for new teachers—school administrators, PTA organizations, and school boards especially. It will also serve as a valuable text in college courses in school administration.

FAUNCE, R. C. Secondary School Administration. New York 16: Harper and Brothers. 1955. 400 pp. \$4.50. This text makes a new approach to the role of the high-school principal, analyzing it as it is being reshaped by recent research in democratic group process and new developments in social psychology. The thesis of the book is that the central job of the principal is one of leadership in group planning and group process generally.

Beginning with a broad background and how our high school came to be and what it is trying to do, the author discusses how the existing program can be changed by modification, elimination, or addition in terms of our changing society; how the constituents of the school may best be kept conversant with such changes, and how reactions and recommendations of citizens challenge the principal. Such important topics are discusses as well as the the more usual matters of school organization and operation.

The editor in his Foreword, states: "This volume presents an illuminating backdrop of the American high school, reports a wide variety of distinctive curricular offerings and practices, and presents invaluable material concerning the skills so essential for good high-school administration." The author's real scholarship and rich experience have been focused so that the book is philosophical yet practical; challenging rather than arbitrary; exploratory rather than definitive. The volume should prove valuable both for those who are preparing for and those who are experienced in the practice of high-school administration.

HAHN, M. E., and M. S. MACLEAN. Counseling Psychology. New York 36: McGraw-Hill Book Company. 1955. 314 pp. \$4.75. Emphasizing the professional psychologist as a counselor, this book presents the basic theories and concepts of clinical counseling, and describes the knowledges and skills essential to sound counseling practice. The authors believe that effective practice requires insight into trait and factor, personality, learning, and perception theories, into group dynamics, and statistical orientations. This book is, therefore, a combination of the "why" and "how" of counseling psychology. Because psychologists offer their services to the public, attention is given to principles and the ethical code of the American Psychological Association.

The book progresses from the beginnings of professional training through the principles and tools of the counselor into the nature of the problems which are his major concern. Aptitudes, abilities, interests, and motivations are carefully considered. The book closes by considering prognosis and predictions of case outcomes and the evaluation of counseling in terms of a research approach.

This second edition of the author's general clinical counseling retains the same basic coverage and organization, but has been carefully revised, improved, and brought fully up to date to include new materials affecting practice in general and the interview in particular. These fresh and important materials now integrate counseling more closely with other interview therapies. A new chapter attempts a reconciliation of counseling phychology with psychiatric, general medical, clinical psychology, and social case work practices and professional goals.

HANSON, J. P., Project Co-ordinator. Strengthening Family Life Education in Our Schools. New York 19: American Social Hygiene Association, 1790 Broadway. 1955. 197 pp. (8½" x 11"). \$1. School superintendents seeking guides to in-service programs for their teachers will find a variety of useful material in a new publication on family education. The book, was compiled by 42 educators and laymen of Iowa, Minnesota, North Dakota, and South Dakota, who are co-operating in a regional project sponsored by the American Social Hygiene Association. It is the report of the Midwest Project on In-Service Education of Teachers. This guide is the first step in a long-range program designed to make available to schools new materials and consultative services on education for family life. ASHA's role in family life education, is to bring together prominent educators, specialists in related fields, and laymen to find ways of training teachers in this phase of education. ASHA facilitates their work by pay-

ing expenses and providing resource materials and consultants. Regional practicipants, Mr. Van Hyning emphasized, decide on their approach, on the content of the educational materials they produce, and on plans for putting their program into effect.

The new resource suggests ways teachers may help children in the elementary grades develop healthy attitudes toward life. Secondary-school teachers will find suggestions for a program which integrates education for personal and family living with the existing curriculum. There are chapters on physical and mental development, educational and vocational guidance, conflicts, social activities, changing roles of men and women, considerations in the choice of a husband or wife, dating, courtship, engagement, and marriage as a social institution. For those concerned about parent-teacher-community relationships, the book attempts to define the role of the school in developing an effective working relationship with the home, based on a common understanding of what each has to offer in family life education. The book also helps the teacher evaluate his preparation, and suggests ways he can strengthen his ability to function effectively in education for personal and family living.

HAVIGHURST, R. J., EUGENE STIVERS, AND R. F. DEHAAN. A Survey of the Education of Gifted Children, Chicago 37: The University of Chicago. 1955. 120 pp. \$1.50. There has been so much interest and activity concerning the education of gifted children in recent years that it is hard to keep abreast of the march of events and even harder to get a perspective on the variety of things that are happening. This survey is an effort to do both these things. The text consists of a statement of criteria for a good program of education for gifted children, with illustrations of how the five criteria are met in practice. There is also an attempt to trace relations between types of com-

munities or clienteles which support these programs.

The longest part of the survey is a set of summaries of the programs of about forty-five schools, school systems, and projects for serving gifted children. These are intended to give the reader a grasp of the major details of what is actually being done in the schools that are doing the most for talented youth. Finally, there is a list of bibliographies and a selective bibliography of recent publications

concerning gifted children.

HICKS, J. Administrative Leadership in the Elementary School. New York 10: The Ronald Press Company. 1956. 468 pp. \$5. Designed to clarify and strengthen the concept of leadership in the modern elementary school, this new volume will form a foundation for training courses in elementary-school administration and supervision. Its compact treatment of the whole elementary-school program also makes the book invaluable as a reference for seminar groups, and for all individuals who want to know how to improve the quality of educational leadership.

This volume is a guide to the educational goals, criteria, purposes, and standards which continually concern the elementary-school principal. In each of its seven parts, the book deals with a fundamental leadership problem. These problems have been formulated from experienced educators' valued observations, from important research findings in the field of elementary education, and from the author's long and varied career.

While the book includes sufficient educational theory to challenge mature thinking, it emphasizes throughout practical ways and means-the "what," "why," and "how"—for improving educational leadership problems existing today in elementary schools throughout the country.

Preceding each of the twenty chapters is a chart depicting the significant relationships the chapter discloses. Each chapter is grouped around a detailed discussion of these basic relationships which, when considered as a whole, represent a comprehensive program for the progress of modern elementary education. A list of specific "action suggestions" appears at the end of every chapter. These increase the book's usefulness to the student and to principals and supervisors with varying in-service experience.

HILLIARD, PAULINE Improving Social Learnings in the Elementary School. New York 27: Bureau of Publications, Teachers College, Columbia University, 525 W. 120th Street. 1955. 154 pp. \$2.85. In this book the author takes the position that social learnings acquired by children in studying the experiences of others toward knowledge ends are inadequate for preparing them to become effective members of our democratic society, which is based upon a co-operative, interactive individual-environemt process. Her proposal, supported by much evidence, is that children study their own experiences in their own environment to gain better understanding of themselves and others, but more especially to learn, through living, the process of interaction which is the continuity of life and the source of quality in all human relations. To make this possible, by much evidence, is that children study their own experiences in their own experiences co-operatively. This includes making the major decisions or selecting their activities, planning how to perform them effectively, finding their own purposes and evaluating the results in action and in retrospect. In this way the children select the activities which constitute their educational program and move in the direction of helping each other become better selves through the interactive process.

The author points out that social learnings are not improved by acquiring specific facts, knowledges, and skills, though these will of necessity be an integral part of every experience. Rather, the direction suggested is toward building strength and confidence in human personalities and teaching a process of dealing with unforseen life situations so as to respect these personalities. Improvement in social living after formal education ceases comes through the social process built into the nervous system as a tendency in facing and resolving life situations. This is a feeling tone toward people and a thoughtful deliberative action, both of which are functionally united in self maturity. This book should be helpful to teachers and administrators who are clarifying their educational viewpoint or who are searching for tested procedures for implementing it. The wealth of concrete material drawn from a wide range of school and home situations shows how sympathetic teachers and parents guide children in creating and refining their meanings of themselves and others so as to improve the quality of their experiences.

HUNT, M. P., and L. E. METCALF. Teaching High School Social Studies. New York 16: Harper and Brothers. 1955. 471 pp. \$4.50. This is an important text in an important field—rich in theoretical content, and concerned with practice which grows out of such basic theory. It is a basic text for courses in methods, in principles of teaching, and in curriculum. The text emphasizes (1) methods of teaching built on democratic principles, (2) principles of learning, especially the reflective method, and (3) content in all phases of social science—

a full third of the book is devoted to what to teach. An important contribution to this content problem is the authors' analysis of conflicts and tensions in the American culture.

One feature of the text is the treatment of discussion as a method of teaching, including an analysis of a score or so of discussion pitfalls. Another feature is the authors' discussion of using texts, workbooks, and other materials and techniques in such a way as to stimulate students to think. More than a hundred examples are given of kinds of questions which stimulate student thinking. Each chapter of the text is provided with discussion questions, exercises, and a bibliography.

Instructional Programs for Gifted Students. Modesta, Calif.: Curriculum Department, Secondary-School Division. 1955. About 100 pp. Describes pro-

visions made in the Modesta secondary schools for the gifted.

JUSTICE, W. J. Administration of Student Body Finances in the Public Junior Colleges in California. San Francisco 2: Calif. Teachers Association, 693 Sulter St. 1955. 76 pp. This pamphlet surveys the status of the administration and supervision of student body funds.

LINN, H. H., editor. School Business Administration. New York 10: The Ronald Press Company. 1956. 585 pp. \$7.50. This book underscores the need for professionally trained administrators to operate the huge enterprise represented by our nation's schools. In the broad areas of funds and facilities, it details modern management methods for administering activities which involve millions of persons, a multi-billion dollar plant, and the expenditure of billions of dollars for current operations. Throughout, the administration of the business affairs of schools is presented, not as an end in itself, but as the means to improve instruction—the primary object of any educational institution.

Each of the major business responsibilities, such as office and personnel management, budgeting and accounting, debt service, purchasing and supply management, plant operation and maintenance, food service, transportation, etc. is taken up in considerable detail. Discussions contain numerous how-to-do-it leads and suggestions. Major emphasis, however, is given to the rational, the why, of each activity so that the student may develop a professional attitude toward school business administration. The book will serve as a guide and reference book to school business managers, principals, superintendents, other school administrators, and school board members. It is also suitable as a textbook for students of educational administration in such courses as school business administration, school finance, plant planning and administration, etc.

The book is divided into the following seventeen sections—The Role of Business Administration in Public Education; School Office Management: Program for Personnel Administration; Finance in School Business Management; The School Budget; Financial Accounting; Auditing Financial Accounts; Payroll Administration; Purchasing; Supply Management; School Insurance; Debt Service and Capital Fund Management; School Plant Operation and Maintenance; Food Service in Schools; School Transportation; and Some Legal Aspects

of School Business Management.

MATHEWSON, R. H. Guidance Policy and Practice. New York 16: Harper and Brothers. 1955. 436 pp. \$4.50. The original edition of this text, published in 1949, was the first work in this important field to produce a useful synthesis of existing theory and practice. Its wide use by administrators and guidance

counselors helped to reduce the widespread conflict and confusion then existing in the guidance field and provided a practical basis for action. It was also used extensively as a text in colleges and universities offering guidance training.

The new edition is almost completely rewritten, as a comparison of the new table of contents with the old one will show immediately. Among the new features of the book designed to meet current needs the following may be mentioned. There is a new chapter on the history of the guidance movement. A considerably expanded treatment is given to the psychological and philosophical foundations of guidance work. The chapters dealing with individual and social needs for guidance and the basic process-areas of guidance practice supply new material that is invaluable for the clear understanding of guidance functions. A chapter on prevailing strategies of guidance practice has been added. A complete section (Part IV, seven chapters) is devoted to an extensive presentation of procedures and practices of guidance required for implementation of policy. There are diagrammatic expositions of organizational structures in guidance. Guidance practices are analyzed on all educational levels.

McWILLIAMS, E. M. and K. E. BROWN. The Superior Pupil in Junior High School Mathematics. Washington 25, D. C.: Superintendent of Documents. 1955. 57 pp. 25c. What are some of the most promising practices used in the junior high school to provide for the educational needs of talented youth? What administrative procedures are used to identify these pupils? What enrichment techniques have mathematics teachers of heterogeneous classes found especially useful in teaching the superior child? These and many other related questions are discussed in this book.

To secure data for this new publication the authors visited classrooms in 140 junior high schools from Maine to California. Schools were selected because of their reported educational provisions for the superior pupil. The classroom provisions for the superior pupils in these selected schools are described. The use of class activities such as mathematics clubs, contests, various conferences, etc. are discussed. Ways of identifying superior pupils are presented.

School administrators, curriculum directors, and supervisors will find the organizational procedures for the superior pupil of special interest. The promising instructional practices will be especially helpful to the classroom teacher.

MESSICK, J. D. Project Co-ordinator. Education for Personal and Family Living. New York 19: The American Social Hygiene Association. 1955. 157 pp. (8½" x 11"). \$1. Two years ago the American Social Hygiene Association, with funds from a private foundation grant, began an expanded program of education for personal and family living. It sponsored and supported regional projects through which a wide cross-section of educational skills could be directed toward understanding and strengthening the family and toward working as full partners with it in a common educational effort. This publication is the result of a project conducted in the area of personal and family living. It is the report of the Central Atlantic Regional Teacher Preparation Project. It has been developed as a working guide for colleges in training teachers and also as the basis for in-service training. The guide is divided into three parts: Part I, Competency in Personal and Family Living; Part II, Curricular and Supporting Activities in Personal and Family Living; and Part III, Implications for the Specialties.

MOORE, H. E. Nine Help Themselves. Austin: Southwestern Co-operative Program in Educational Administration, The University of Texas. 1955. 286 pp. Nine Texas towns spent four years in the early 1950's in a conscious and deliberate effort to make themselves into better places in which to live. This book is an account of that concerted effort, together with a discussion of the part played in it by local school administrators. Co-operating Centers, as this effort was known, was a part of the general program of the Southwestern Co-operative Program in Educational Administration, sponsored by the W. K. Kellogg Foundation, the University of Texas, and other participating schools. In turn, Southwestern Co-operative Program in Educational Administration was part of a national program designed to improve the quality of school administration.

National Manpower Council. Improving the Work Skills of the Nation. New York 27: Columbia University Press. 1955. 213 pp. \$3.50. Skilled manpower is important to every aspect of our economy, and the development of work skills is of deep concern to the entire nation. To focus attention of the vital importance of improving the nation's work skills, the National Manpower Council held a conference at Arden House in the Spring of 1955, attended by sixty-nine representatives from industry, labor, education, the armed services,

and government.

The National Manpower Council's mose recent study, A Policy for Skilled Manpower, served as the springboard for the discussions. The conferees considered various problems affecting skill development and offered their viewpoints on how these problems should be dealt with. The chapters summarizing these discussions illuminate the complex interrelationships involved in the development of skill. This volume thus offers a uniquely broad and detailed picture of how three social institutions which significantly affect the education and training of skilled manpower—the secondary schools, industry, and the community—can contribute to the improvement of the nation's work skills.

Broad perspective and background information are provided by the addresses delivered at the conference and by the especially prepared working papers. In these the problem of skill development is considered in relation to secondary education, vocational guidance, job placement, automation, industrial training,

government, and the community.

RAMSEYER, J. A., et al. Factors Effecting Educational Administration: Guideposts for Research and Action. Columbus: College of Education, The Ohio State University. 1955. 143 pp. This is the second in a series of published reports of the work of the School-Community Development Study, the Ohio Center for the Co-operative Program in Educational Administration. The monograph deals with administrative behavior and with factors, interpersonal and environmental, which have been found to make a difference in administrative behavior. The findings are tentative. They are based upon observations made in six Ohio school systems. Because of the need to verify them in a wide variety of school situations, the findings are being presented at this time for the express purpose of inviting administrators and students of educational administration to report experiences and research data which tend to support or disprove the hypotheses here advanced.

Educational administration is defined herein as the marshaling of the human and material resources of a community to produce and maintain an educational program. The effectiveness of administration is measured by the degree to

which the resources have been organized and brought to bear on the educational program. The school administrator is the person selected by the board of education to give leadership to the educational enterprise. What happens educationally is a function of leadership and of the human and material resources of the community; it is a function of the professional insight and skill of the teaching staff, the kind of support given the schools by the community, the strength of the board of education, the economic capacity of the community, and the wealth of other resources upon which educational programs are built. Effective administration is dependent, therefore, upon an understanding of community factors which affect education and upon an insight into the leadership required to make community factors complement each other in the development and maintenance of the educational program.

After a brief description of the methodology used, the study defines nine areas of administrative behavior that are affected by the interpersonal and community factors with which every administrator works. This analysis is followed by statements of factors presumed to affect administrative behavior in the areas described. Anecdotal material is supplied to illustrate each factor. The reader must remember that the incidents are illustrative of the factors. They do not exist in sufficient numbers to prove the general existence of the factors.

The latter portion of the report is an invitation to interested persons to participate in an ongoing program of research designed to provide further knowledge of administrative behavior.

RELLER, T. L. The Public School and Other Community Services. Philadelphia 4: The American Academy of Political and Social Science. 1955. (November). 227 pp. \$2. It has been said that each child attends two schools: his home and his school. Perhaps it should be said that each attends at least three schools: his home, his school, and his community.

With the increase in the number of agencies concerned with children and youth, and with the growing size and complexity of schools, school systems, and other services, the problem of the co-ordination of effort emerges. It demands new approaches. The more adequate provision for the growth of children and youth is a major challenge to our society. It cannot be met by any one agency alone.

But how shall co-ordination be affected? Is there a danger that it may result in conflict and reduction in the exercise of initiative" How can various agencies come to understand the role which each can play most effectively" Can an agency serve its primary purpose as well (or better) while co-operating with another public service? Are changes in governmental policy, structure, and organization needed? Is the problem largely one of developing understanding among various professional staffs? What is the level of public opinion and action? Can the "conflict" among services be reduced or eliminated, to the desired enrichment of all through co-ordination? In the long run will the administrative "independence" which our society has granted to public education give it greater strength? In an increasingly complex society is such independence more necessary or less so? Should the agency which co-ordinates also administer? To these questions, which concern men of many nations, this publication is addressed.

Resources for Citizenship. Cincinnati 19: The C. A. Gregory Company, 345 Calhoun Street. 1955. 334 pp. \$2.95. This is a guide to the selection of teaching

materials. It is one of the principal planning tools of the Citizenship Education Project intended for teachers and students of American Citizenship. It suggests materials for reading and study in the junior and senior high school. Materials cited and annotated include books, pamphlets, documents, films, filmstrips, and recordings. The organization and content of this book are designed to assist teachers in selecting and using a wide variety of materials. As a companion volume, Laboratory Practices in Citizenship provides suggested activities through which students gain the necessary practical experience in civic ...fairs.

SANDS, L. B. Audio-Visual Procedures in Teaching. New York 10: The Ronald Press Company. 1956. 678 pp. \$6. This volume discusses all important audio-visual procedures and their uses at different levels—from elementary-school classes through college and adult education. Surveying the basic as well as the latest audio-visual aids and techniques, it provides a wealth of helpful suggestions and practical exercises, plus lists of extensive sources from which audio-visual materials may be obtained. The book gives the teacher in training a grasp of the fundamentals of audio-visual procedures, and it will later serve him as a constantly useful, professional reference. Those already working in the schools will rely upon it to inspire new ideas and to locate necessary information quickly.

The book follows the logical outline of a course in audio-visual methods as it is usually taught in practice. In most cases, each type of audio-visual aid is covered in a single chapter. Its use is discussed, and there is an analysis of its comparative advantages and disadvantages in different teaching situations at the various educational levels. At the same time, éach separate technique is specifically related to the entire learning process. Throughout, modern psychological and philosophical viewpoints are integrated with concrete description and practical examples.

At the end of each chapter there is a selection of suggested laboratory experiences to give the reader practice in working with audio-visual methods. Appendixes provide suggestions for further reading on the topic of each chapter. Also included are diagrams and tabular information on some of the instruments most commonly used, with instructions enabling the user of audio-visual equipment

to make simple repairs.

SPURLOCK, CLARK. Education and the Supreme Court. Urbana: University of Illinois Press. 1955. 268 pp. \$3.75. Desegregation, loyalty oaths, teacher tenure, free bus transporation, Bible reading, secret societies in schools, separation of church and state—all these and other issues raised since 1789 have been affected by decisions of the Supreme Court. The Court has, in fact, become so involved in education that Justice Jackson remarked in 1948 that it exhibited tendencies to become the national school board—this despite the fact that education is not mentioned in the Constitution and is never, therefore, directly at issue before the Supreme Court. The founding fathers responded to the matter of formal schooling by relegating it to the states.

Through its power of judicial review, however, and through its role as an arbiter of American political and social development, the Court's decisions have included over the years a considerable number that affect education. These opinions are here made available—and the effect of those decisions on students and parents, as well as on the teachers and administrators of the schools, is discussed and analyzed.

The author has organized the cases and opinions into three parts: Part I takes up questions of state and Federal powers and functions; Part II, questions touching the Bill of Rights; and Part III, rights under the Fifth and Fourteenth Amendments. The summary and conclusion deals with rights of parents and students, rights of teachers, right of races, powers of school authorities, and rights of nonpublic schools. As a special aid to the reader the volume includes an abridged text of the Constitution and an explanation of how the Supreme Court functions.

TOOPS, M. D. Working in the Core Program in Burris Laboratory School. Muncie, Indiana: Ball State Bookstore. 1955. 68 pp. \$1. This book contains a statement of the objectives, a survey of the techniques used in getting acquainted with each child and his parents, the way the program has been planned and set up, the people and groups involved in the planning, the place occupied by the core in the total school program, the preparation and collection of materials, the techniques used in carrying on the core, the problem areas which have been co-operatively planned, the place of subject matter in the core program, the means by which the children have been evaluated, and the ways used to evaluate the program are described.

TUTTLE, G. P., Director, and C. P. TRUNER, Associate Director. A Guide to the Evaluation of Educational Experiences in the Armed Services. Revised. Washington 6, D. C.: American Council on Education. 1954. 444 pp. \$5. Since the fateful days just preceding World War II the American Council on Education has been concerned with the relation of educational experiences gained through service in the Armed Forces of the United States to civilian education. Several studies and activities dealing with this matter were undertaken by the Council during World War II, culminating in the publication in 1946 of the complete edition of A Guide to the Evaluation of Educational Experiences in the Armed Services, copies of which were made available by the Veterans Administration to all secondary and higher institutions in the country.

In December 1945 the Council established the Commission on Accreditation of Service Experiences to serve as an agency concerned with the continuing evaluation of the educational experiences of service personnel, co-operating with educational institutions, national, regional, and state educational organizations, the Armed Forces of the United States, and the Veterans Administration. In order to keep educational institutions informed concerning current developments, the Commission has published several pamphlets and bulletins dealing with the problem of evaluating service experiences.

Since the outbreak of hostilities in Korea, and with the present requirements for military service, the matter of accrediting in-service educational experiences has become an increasingly important and continuing task for educational institutions. In view of the fact that military training programs have changed considerably since World War II, the 1946 complete edition of the Guide had become obsolete and a need for its revision was expressed to the Commission by officials of secondary schools, state departments of education, and higher institutions throughout the country.

To meet this need, this 1954 revision of the *Guide* has been prepared as a project of the Commission with financial support by the Department of Defense. Also available is a 56-page supplement to the *Guide*.

U. S. Occupational Handbook. Washington 25, D. C. Bureau of Naval Personnel. 1956. 158 pp. This is a manual supplying basic information to men and women for civilian guidance couselors, schools, libraries, and employment and youth agencies. Contains vocational information briefs about each of 72 major job fields of the current Navy rating structure.

## **Books for Pupil-Teacher Use**

ARBERRY, A. J., Translator. Scheherezade: Tales from the 1001 Nights. New York 22. New American Library. 1955, 192 pp. 35c. This is a modern version of famous tales from the Arabian Nights. A Mentor book.

BARNARD, H. D., and LON EDWARDS. The New Basic Science. New York 11: Macmillan Company. 1956. 640 pp. \$4.20. This book divided in thirteen major units of study with each unit subdivided into chapters (27 total). The major units are Science in Everyday Life, Above and Below the Surface of the Earth, Radiant Energy, Electricity, Heat, Weather and Climate, Health, Living Things, Conservation, Work and Power, Transportation and Communication, and Materials of Construction. The book covers a wide area of science.

Then, at chapter-ends, it provides all kinds of other activities and situations in which the pupil put into practice the techniques he has learned in the various problems. He can plan and set up his own experiments; he can apply his knowledge of the methods of science to many so-called non-scientific situations. He can match generalizations to facts or pick the scientific word that describes a process. He can read from the lists of books at unit ends about any special phase of science that has stimulated his special interest. New words in the scientific vocabularly are italicized the first time they occur. These are defined in the same sentence, or near by. When he next meets the word, it should be a part of his vocabulary. But in case he wants to review its meaning, he can turn to the Index, where he will find listed the pages where the subject occurs. Also the pronouncing glossary helps him to define further some of the more difficult words.

Furthermore, there are many pictures. Each illustration in this book, with its caption, has been included because it tells something essential about the problem. It may illustrate one of the generalizations; it may show a practical application of that generalization to a concrete situation. It may show the actual construction of a device which science has produced to adapt our environment to our needs. The drawings shown with the experiments, demonstrations, and observations show him how to set up the necessary equipment—without taking away the satisfaction of discovery by giving away the result of the activity.

BEHN, HARRY. The Wizard in the Well. New York 17; Harcourt, Brace and Company, 383 Madison Avenue. 1956. 62 pp. \$2.25. Spring flowers, hide and seek, weed seeds, a winter evening, day dreams, visitors—these and many other topics form the themes of the 20 poems contained in this book.

BRANDES, L. G. Math Can Be Fun. Portland 1, Maine: J. Weston Walch, Publishers, Box 1075. 1956. 204 (8½" x 11") pp. \$2.50. This is a book that makes mathematics really interesting to students in the seventh to tenth grades. It is a collection of classroom subject material, including mathematical puzzles, tricks, games, stories, problems, oddities, and optical illusions. There is something here for every level of ability from the slow learner to the very brilliant

student—from seventh to tenth grades—using arithmetic, algebra, and geometry. This book should help wake up a dull class, and keep an especially smart one on its toes. There are mathematical tricks and problems for pupils to demonstrate. A book that will produce pleasure all over the school, and that will also be taken home to confound mother and dad! The book can be used in either one of two ways: first, as a teacher manual, for ideas for direct presentation by the teacher to the class; or, second, as a supplementary pupil textbook, with a whole class ranging here and there among its mathematical oddities. For the latter purpose, a special pupil edition (\$2) has been printed, without the answer and appendix sections.

BRYANT, M. M.; M. L. HOWE; P. R. JENKINS; and H. T. MUNN. English at Work. New York 17: Charles Scribner's Sons. 1956. Course One, 544 pp., \$2.96; Course Two, 544 pp., \$2.96; Course Three, 538 pp., \$3.12; Course Four, 544 pp., \$3.12.

Course One

Each of the first fourteen chapters of this book may be taught as a single unit. In each chapter the student meets, first, in "Writing Your Ideas," thought stimulation on several levels of difficulty. These ideas are designed to set him thinking and writing. The second part of each chapter, entitled "Speaking Your Ideas," offers him socialized speech situations. These begin with parliamentary law and introductions and continue through such graded interests as pets, good manners, sports, trips, and movies. The final part of each chapter, "Aids to Communication," is a step-by-step, inductive study of grammar and usage. With this arrangement, the teacher may follow the method of the book or teach composition by itself, speech by itself, or grammar by itself. She may include as little or as much as she pleases with a given class.

Chapters 15, 18, and 19 give to the student interesting work on dictionaries, reading comprehension, and library skills. In every chapter the authors have stressed the idea first. The form or technique as a tool for expressing the idea comes second.

Chapter 16, "Correct Usage," deals with levels of usage. It has many oral drills designed to fix in the mind of the student the correct forms. A mastery test on correct usage is also provided. Special attention should be called to Chapter 17, "Practical Punctuation," in which the student writes his own sentences for drill punctuation.

A handbook at the end of the book continues to stress the skills of grammar, spelling, usage, punctuation, and diagramming. This may be used by following the cross references in the main body of the book or may be used separately.

Course Two

The first fourteen chapters of the book are each designed to be studied as a unit. Each chapter opens with a discussion of a problem in communicating an idea through the medium of composition. For subject matter, these composition assignments begin with the student himself and advance by degrees to a consideration of the world about him. The last few chapters lead the student into the fields of simple logic and imagination. Ample motivation precedes the actual assignment of a topic. The student is helped with the planning of his theme, and he is shown examples of both indifferent and excellent student writing. These examples are analyzed to some extent for the purpose of pointing out to the

student how he can improve his own work. And he is constantly urged to revise his themes with the aid of other sections of the book.

Following the composition assignment of each chapter is an oral lesson. These oral assignments are fully socialized in the best sense of the term. At every point in the oral work, furthermore, the book shows the students how to organize themselves into groups and how to conduct discussions; and, finally, the book gives them interesting material with which to work.

The last part of each chapter is a lesson in grammar. These lessons begin with a consideration of the sentence and go on to an analysis of the parts of the sentence. At no point does grammar become grammar for its own sake. Rather, grammar is presented as the best short cut for the clearing of the channels of communication. The student is constantly urged to put his grammar to use in his writing and in his speaking. And even better, he is shown how to do that.

Immediately after the first fourteen chapters comes one devoted to a study of the dictionary, integrated with vocabularly work, oral drill, and general linguistic knowledge. Chapters on reading comprehension, the library, usage, and practical punctuation follow.

## Course Three

As in the other books of the series, the first fourteen chapters of this volume present an integrated, developmental program of study. For example, Chapter 1 is divided into three parts: "Writing Your Ideas," "Speaking Your Ideas," and "Aids to Communication." The first part of the chapter offers stimulating material for the student to use as the basis for his written communication. In other words, a theme assignment is suggested along with helps on planning and on general techniques. Because the authors of this series firmly believe that ideas must come before any communication can take place, they have stressed motivation and ideas before techniques. Once the theme is written, the student is then ready for the questions in "the Pay-off," a device found in each of the composition chapters to develop student rather than teacher revision.

The second section of the chapter, "Speaking Your Ideas," again introduces ideas to be worked out, this time orally. A brief examination of the table of contents reveals that the ideas proposed in this second section are usually closely related to the ideas presented in the first section. The burden of organizing oral work is on the student, and he has ample opportunity in the oral lessons to develop poise and skill in discussion and in individual speaking. A set of questions called "Judging My Recitation" urges the student speaker to evaluate himself.

"Aids to Communication," the third section of the chapter, deals with the techniques and grammar of the language. The section begins the study of grammar with a preliminary diagnostic test, which may be used merely as a record to be checked against the final mastery test at the end of the year or may be used as a teaching device. Following this, the chapter discusses and offers numerous exercises on the complete sentence. A mastery test closes the section. If the student and the teacher keep track of the scores on the mastery test throughout the study of grammar, both should have a valuable record of progress. Chapter 15, continuing from Courses One and Two the work on the study of the most important of books, the dictionary, leads the student into a consideration of usage and levels (or circles) of language. Some of the problems in read-

ing poetry and prose are considered in Chapters 16 and 17. Here the student should find enough lively material to set him on the track to better reading skills.

Learning how to listen is a skill that needs development in a modern age of radio and television. Making free use of the ideas of workers in the field of listening, the authors present this chapter (class tested, as is all the materials in this book) as their contribution to better listening skills. A chapter on usage with both oral and written drill and a handbook of grammar and usage, with cross references, to be used as additional material for slow or fast students, complete the body of the book.

Course Four

This book, Course Four, carries on the instruction begun in the first three books. Each of the first fourteen chapters presents a package of motivation, assignments, and drill in writing, speaking, and grammar—each chapter catering to different levels of ability. This section of the book has been logically organized to develop the personality and the mind of the student user of the book. The authors call attention further to the oral section of Chapter 2 as a new method (class tested) of teaching listening in combination with vocabulary study. In addition, instead of merely urging students to think, this book takes students into the mind of a thinker and lets them see the process of thinking in action. The reader is asked to look at Chapters 3 and 7 particularly as examples of how this is done. Constantly throughout the other chapters on composition, the needs and interests of high-school seniors are the subject matter of the assignments.

Chapters 15, 16, and 17 develop a modern approach to language. The student comes to see the English is a living growth constantly changing. Chapter 18 leads the student into that still pioneer country of semantics; Chapter 19 helps him to apply his new skills to his enjoyment of literature.

In Course Four, spelling is made the subject of a separate chapter, Chapter 20. The authors feel that seniors in high school are old enough to be a little irritated at having spelling constantly thrust at them—even though many of them need drill. By placing spelling in a separate chapter, the authors avoid the irritation, yet furnish the drill needed. Finally, a handbook of grammar containing additional drill rounds out the book.

BURLINGAME, ROGER. Machines That Built America. New York 22: New American Library. 1955. 168 pp. 35c. From the automatic flour mills of Oliver Evans to Henry Ford's system of mass production, this is the adventurous and exciting story of the ingenious men whose inventions and enterprise welded a struggling young country into a great industrial nation. A Signet Key book.

BURNETT, WHIT, editor. This Is My Best Humor. New York 16: Dial Press. 1955. 576 pp. \$5. In this book, the worlds best living humorists choose their favorite writings and cartoonings from their own work. Herein you will find a succession of surprises, the most delightful of which is that authors and artists don't agree with anybody else about what is their best. The result: a book that is sparkling and fresh—and full of laughter. Furthermore, this is one of humor unconditionally guaranteed not to contain the editor's tried-and-true favorites. Of this new book, he says, "It has a fairly simple purpose—to bring about, if possible, some modicum of relaxation in the human carcass and to produce a chuckle, smile, or even, at times, a laugh."

The list of contributors is a veritable honor roll of international humor; from the United States such titans as James Thurber, Ogden Nash, Roger Price, Edward Streeter plus cartoonists Virgil Partch, Hank Ketcham, Abner Dean, and O Soglow. Britain is represented by such as Stephan Potter, H. F. Ellis, Ronald Searle, Emett, and others from the famed Punch school. From France come writers Pierre Daninos and Jean Dutourd, cartoonists Andre' Francois and Chaval—to name a quartet from the many represented. Italy yields Giovanni Guareschi, Novello, and the list proceeds almost indefinitely through Germany, Denmark, Norway, Holland, and Canada. In all, there are 200 stories, verses, humorous essays, drawings, and cartoons which are the work of more than 80 writers and artists, and nearly 150 illustrations.

BUSH, CHRISTOPHER. The Case of the Benevolent Bookie. New York 11: The Macmillan Company. 1956. 222 pp. \$2.75. Ludovic Travers is involved in a particularly baffling case. Missing gems, a gracious gambler, and the double disappearance of Lord and Lady Tynworth are complications enough, but the arrival of Scotland Yard on the scene arouses Traver's competitive instincts as well. Skillful sleuthing keeps him one jump ahead of the Yard's official investigator and enables him to add another success to his already impressive record.

į

8

k

y

S

n

n

t

٤

8

9

).

d

d

1-

of

15

be

k.

al se

nd

a

ne

ue

ng

0-

BUTLER, K. B., G. C. LIKENESS, and S. A. KORDEK. Practical Handbook on Double-Spreads in Publication Layout. Mendota, Illinois: Butler Clinic. Box 324. 1956. 92 pp. (8½" x 11"). \$3.75. This is handbook number four in a series on publication layout, aimed at enlarging the scope of an editor's work. The first two books in the series, Effective Illustration and Headline Design, offer clinical and creative discussions on the roles of these two elements in magazine production, while the third book, 101 Usable Publications Layouts is intended primarily as a quick source of reference. This fourth book returns to the instructional manner employed in the first two books, discussing the important role of the double-spread technique in modern-day typography, the problems inherent in this technique, and the various methods of obtaining distinctive double-spread linkage. The book is informative and is copiously illustrated as well as full of ideas that are valuable to those working on a publication.

CLELAND, HUGH. George Washington in the Ohio Valley. Pittsburgh 13: University of Pittsburgh Press. 1955. 436 pp. \$5. George Washington rode seven times into the Ohio Valley. Four times he came as colonial officer in the armed forces of His Majesty, King George III of England, seeking to drive the French from this rich virgin territory; and experiencing successively the agonizing humiliation of defeat and peaks of achievement and high honor. A fifth time he came as a British citizen, to claim land won for military service. Fourteen years after his fifth trip in 1784 he returned as a private citizen—but an American; and finally, in 1794, as the nation's first citizen—the President of the United States—to put down a revolt of his former comrades-in arms.

This is the story of those seven journeys, told in Washington's own words, by his associates, and by eye-witnesses. Here, by facsimile, is Washington's first 32-page journal; a new nation at the crossroads. Here, in nine collotypes, is George Washington and his signature; and Iroquois Chief who befriended him; General Edward Braddock's defeat; a portrait of General John Forbes, and his letter to William Pitt, naming Pittsburgh; Washington's Proclamation ending

the new nation's first revolt, the Whiskey Rebellion; and an endpaper map of the French-Indian Wars. Indexed, bibliography.

CROY, HOMER. Wheels West. New York 22: Hastings House. 1955. 254 pp. \$3.75. If ever a tale of the pioneer West was unfolded "whose lightest word could make each particular hair to stand on end," this account of the ill-fated Donner Party is it. Eighty-seven people set out for the promised land of California—only forty-four survived to reach their goal, after a year of incredible hardship and suffering. Homer Croy, author of such books of Western Americana as Jessee James Was My Neighbor and He Hanged Them High, tells the true story of this tragic Odyssey in an exciting and suspenseful narrative that holds the reader spellbound from start to finish.

In a way, this recounts the consequences of a fateful decision. After a gruelling trek across the Great Plains, the Donner Party arrived at Fort Laramie in the fall of 1846. Because of the lateness of the season, they took a 500-mile cut-off. This proved their undoing, for they reached the 7,000-foot pass in the Sierras, which today bears their name, in furious snow-storms which trapped them there for months—till they were reduced to chewing boiled ox hides and, finally to cannibalism. Almost incredible acts of heroism as well as dark deeds of violence all come vividly to life in these pages.

DONDO, MATHURIN. The French Faust. New York 16: Philosophical Library. 1955. 253 pp. \$3.75. This is a documented study of the young French officer who took part in the American Revolution; the aristocrat who survived the guillotine during the Terror; the philosopher who lived through the restless years following the fall of Napoleon to become the founder of sociology, industrial technocracy, and modern education, who urged the formation of the United Nations of Europe, and who formulated interesting theories to eliminate poverty. By this relentless quest for knowledge, overwhelming pride in his ancestry, and boundless ambition and by his adventurous and daring mode of life, Saint-Simon has been called the French Faust.

DYER, L. A. The House of Peace. New York 3. Longmans, Green and Company. 1955. 190 pp. \$3. The title is taken from "The House of Peace," the name bestowed by the Mohawk Indians on the settlement where the treaty of peace between the Iroquois and the colonists was signed in July 1754. The book opens with an account of the Indians living along the Hudson and Mohawk valleys before the coming of the white man. Long before the Dutch colonized Albany, the Mohican Indians lived in peace there, in homes not so primitive as we may think. Miss Dyer gives us a picture of their everyday lives before Henry Hudson sailed up The-Water-That-Flows-Two-Ways—before portraying the changes which came after the arrival of the Half Moon.

EAGER, EDWARD. Knight's Castle. New York 7: Harcourt, Brace and Company. 1956. 183 pp. \$2.75. Roger wanted to spend the summer somewhere yeomanly, like Sherwood Forest. Ann thought probably Wampler's Lake would be nice, to be near her best friend Edith Timson. But when father found that he had to go to a hospital in Baltimore, Maryland, all their plans were changed. There wouldn't be any money to spend on a regular vacation, so instead Mother, Roger, and Ann would stay with Aunt Katharine and her family in their big house in Baltimore. The prospects seemed dim to the children, but the important thing was for Father to get well—and how could they guess that the summer would turn out to be the most wonderful one they had ever had?

ELSTON, A. V. The Wyoming Bubble. New York: J. B. Lippincott Company. 1955. 222 pp. \$2.75. As he is riding across the open spaces of Wyoming, Russ Hyatt has his horse shot out from under him by a sniper. From then on, Russ is caught up in an intrigue involving a cattle fraud—and his life is never safe. Nor can he get aid from the law without sealing the death warrant of a friend. Russ must fight a lone hand against heavy odds and without the identity of his enemies being clearly established. Ranged against him are not only a group of desperate gunslicks, but men of wealth and position in Cheyenne. Even the big rancher Wally Grimes is only a straw man for the arch villain.

FULLER, ROY. The Second Curtain. New York 11: The Macmillan Company. 1956. 172 pp. \$2.75. This is the first of the author's books to be published in this country. It tells the story of a naive middle-aged intellectual who is thrust into an alien world of action when he attempts to investigate the disappearance and murder of an old classmate. The pursuit and growing suspense are set against the background of post-war London as George Garner gradually stumbles on the truth, and also realizes that horror can exist in seemingly commonplace events when one is the hunted rather than the hunter.

GODWIN, STEPHANI and EDWARD. Out of the Strong. New York 3: Oxford Book Company. 1955. 183 pp. \$3. In this sequel to Roman Eagle—a story of very early Christian times—Marcus and his two sons, Leon and Brutus, return to Rome from Galilee. It it there their new adventures begin. The knight and his sons buy a large estate; then Brutus meets Syrinx, a beautiful young girl who lives on a neighboring estate. Soon Leon is drawn to follow the Christian faith, as is his father, while Brutus leaves the estate and moves to Rome to study architecture. His only regret was being parted from Syrinx, who had pledged her love to him, for his future promised to be a bright one—and he was determined to make his mark in the world. But Brutus' carefree student life is interrupted when his father is murdered for having preached Christ's way. Brutus himself becomes the victim of political intrigue, and after a brief imprisonment is sentenced to slavery.

GOLENPAUL, DAN. 1956 Information Please Almanac. New York 11: Macmillan Company. 1955. 512 pp. \$1. With the publication of the 1956 edition, Information Please Almanac celebrates its tenth anniversary. In his introduction to the first edition (1947), Dan Golenpaul wrote: "Facts are fun. They should be presented in such a way that they don't scare you, but give you enjoyment." In the ten years since, the editors have never lost sight of their objective—to produce an authoritative reference work which is, at the same time, fun.

The idea of the almanac came from Golenpaul's famous radio program, "Information, Please," then in its ninth year on the air. Ask to send in correct answers to their submitted questions, many citizens did not; some said they lacked the necessary reference books. "Let's make one," said Golenpaul. This volume contains five new features for knowledge and entertainment: Talk About Weather (scientific and popular beliefs explained); The World Today (up-to-the-minute news maps; news stories); Your Family Name (what does it mean?); Recipes from Steamship Lines; and This Is America (growth and trends in the U. S.).

There is a word section, to bring the reader up to scratch on new words and on troublesome spellings and pronunciations; a ready reference guide to a contract bridge system; a crossword puzzle guide; and there are hundreds of pages of

important facts about government, economics and business, income tax and social security, education, sports, etc, and a Who's Who and Who Was Who.

GROSSER, MAURICE. The Painter's Eye. New York 22: The New American Library of World Literature, Inc., 501 Madison Ave. 1955. 192 pp. 35c. This book contains an explanation of the various trends in art through the years, a discussion of painter's problems in the composition of pictures and the brush stroke technique interspersed with observations about personalities of famous painters and their lives. A Mentor book.

HANSEN, HARRY. World Almanae and Book of Facts. New York 15: New York World-Telegram and the Sun. 1956. Paper, \$1, postpaid \$1.10; Cloth \$1.75, postpaid \$1.85. The Soviet Union's "new look," lessening tension in world affairs, was the big news of 1955, according to the World Almanac and Book of Facts for 1956. Internationally it was Russia's year, for the Kremlin chalked up large gains, without yielding anything more than a smile and a handshake. But the outstanding personality of the year, says the Almanac, was President Dwight D. Eisenhower. The whole world responded to his sincere effort at Geneva to find a firm base for peaceful negotiation, and to convert the terrible power of the atom to industrial uses, and was shocked by his heart attack. The prospect of the elimination of Eisenhower from leadership startled Republicans, encouraged Democrats, and saddened the outside world.

Other major events starred by the World Almanac were the restoration of sovereignty to Austria and the Federal Republic of Germany; the Afro-Asian Conference at Bandung, a new attack on colonial government; the first international atomic conference in Geneva; the purchase of Soviet arms by Premier Nasser of Egypt, increasing the threat of war in the Near East, and the overthrow of President Juan D. Peron in Argentina, with its promise of the return of individual freedom. For the United States, the over-all event was its unequaled prosperity, with employment and individual and corporate income larger than ever before.

The 1956 issue of the World Almanac, now in its 71st year of continuous publication, reports fully on the latest developments in the United States. It publishes the figures of population of fast-growing cities reported by the Bureau of the Census since 1950; the laws passed and appropriations authorized by the first session, of the 84th Congress; the merger of AFL and CIO in a vast labor organization and the growth of major unions; the year's important sports events, including the World Series, the results of the teams the track and field events, the second Pan American Games at Mexico City, football, basketball, bowling, rowing, horseracing, and all the other athletic contests, which the Almanac gives with thoroughness and accuracy.

HITCHCOCK, H. R. Latin American Architecture Since 1945. New York 19: Simon and Schuster. 1955. 204 pp. 272 plates. \$6.50. This book surveys the remarkable achievement in eleven Latin American countries where one of the world's greatest building booms is now under way. Mr. Hitchcock's preface relates this new important architectural development to the physical, economic, and historical background of these countries. University cities, public housing projects, industrial buildings, churches, and private houses by more than fifty architects are illustrated by photographs and plans. Forty-seven buildings are included. The book has been prepared by Mr. Hitchcock under the Museum of Modern Art's International Exhibitions Program. A major exhibition con-

taining photo-murals and three-dimensional slides of the same buildings is now touring the United States.

HOWES, P. G. The Giant Cactus Forest and its World. New York 16: Duell, Sloane and Pearce, Inc., 270 Madison Avenue. 1955. 288 pp. \$7.50. Desert forests of giant saguaro cacti, a teeming world of birds and insects, reptiles, and rodents: At night the cactus forest is alive with mammal life. There are the villages of kangaroo rats which pour forth their inmates to feed and play and scuffle upon the cool sand till dawn. There are trade rats, jack rabbits, cottontails, shaggy badgers, the gray foxes, Arizona skunks, the coyotes, and possibly bobcats. In the washes and in other places roam wary peccaries looking like small, dark, grizzled pigs.

From notes and observations made during extensive field trips in Arizona, Paul Griswold Howes—curator of the Bruce Museum in Greenwich, Connecticut—has written a descriptive guide to the wonders of the giant cactus belt, beautifully illustrated with over 150 photagraphs, 30 drawings, and a full-color plate of 41 kinds of desert birds. Each of the fourteen chapters describes and illustrates a part of the desert life cycle. Chapter titles include: "The Characteristic Cacti"; "Trees, Shrubs, and Flowers"; "Bird Life"; "Trade Rats"; "Insects and Other

Arthropods."

HOYT, H. R. Town Hall Tonight! New York 11: Prentice-Hall. 1955. 304 pp. \$7.50. Every small town in America had a theater like the Concert Hall in Beaver Dam, Wisconsin, owned by Harlow Hoyt's grandfather. Across its stage paraded every type of entertainer from tight rope walkers to medicine men. Into its seats crowded a jubliant audience that hissed the villian, assisted the magician, and joined in singing "Angels Meet Me at the Crossroad." Barnstorming stock companies, complete with a soubrette to warble "The Pardon Came Too Late," appeared in lurid melodramas such as "East Lynne," "The Octoroon," and "The Ticket-of-Leave Man." Here, in lively detail, are full accounts of these astonishing tearjerkers and the people who played in them, with abundant quotations from the elaborate speeches uttered as villians were foiled and virtue triumphed.

At Town Hall, P. T. Barnum lectured on "Temperance" and exhibited Tom Thumb. Hi Henry's Minstrels staged a grand parade through the streets, and that night everyone flocked to hear uproarious jokes and sing "I Feel Just as Happy as a Big Sunflower." Local groups used Town Hall for the production of such extravaganzas as "The Brownies in Fairyland," "Lily Bell, the Culprit Fay," and "Dollars and Sense, a Favorite Comedy in Four Acts." It was also the meeting place for the Travel Classes and Star Entertainment Courses

through which the local citizens pursued culture.

Town Hall was all things on all occasions—the scene of masquerades and impromptu dances; the local home for strolling sword swallowers, acrobats, clowns, and banjoists; and even a roller skating rink for the young people. But, most important of all, for the townspeople it was a wonderful, magic world where they could always find romance, adventure, and excitement. Here is a gay and refreshing history of American entertainment in another generation, vividly recapturing the buoyant spirit of a vanished era in American life.

HUNT, E. F. Social Science, An Introduction to the Study of Society. New York 11: Macmillan Company. 1955. 757 pp. \$6.90. This book is the product of more than twenty years of experience. During this entire period the author

has participated in planning, organizing, directing, and teaching an introductory or general course in social science, as given each year to about a thousand freshmen at Wilson Junior College in Chicago.

Over the years the organization of the Wilson social science course has been changed a number of times; also, in order to make the teaching as effective as possible, changes have been made in the types of materials used for student assignments. At one time, for example, the use of a textbook was abandoned and complete dependence was placed on carefully selected mimeographed readings. But the results were not satisfactory. It was found that for the average student there is no good substitute for a basic text that gives him a broad, clear, and integrated picture of the social life of man. The competent teacher can carry his students beyond the text by lectures, discussions, the assignment of special readings, and other methods; but he is handicapped if his students do not have a well-organized textbook to give them background and perspective. This book represents an effort to provide the kind of book which is needed, written in language which students can understand.

The author believes that the primary objective of a course or a textbook in social science should be to give students a clear concept of our society and of its major problems. Unless this primary objective is in some measure achieved, such a course will not prepare students for more advanced study; neither will it contribute much toward the attainment of such broader objectives as making them better citizens, or developing in them greater powers of critical thinking.

HYLAN, LEWIS. Blackways of Kent. Chapel Hill: North Carolina. 1955. 361 pp. \$5. Dr. Lewis has studied, with both scientific objectivity and sympathetic understanding, the total life of the Negro subculture of "Kent," a small southern Piedmont town. The subculture is examinted in specified frameworks derived from anthropology and sociology. Here is presented the structure and content of culture, from the organization of family life, to work habits, to race feelings and values, to psychological tensions and compensations.

But, over and above professional competence, Lewis has brought insight and understanding. He points out the distinction between "respectables" and non-respectables," as an informal but fundamental division in typical Negro community life in the South. Similarly, his description of the interrelationship of race position and tensions among the members of the Negro subculture adds much to our knowledge. This volume is the second of the Field Studies in the Modern Culture of the South, prepared under the direction of John Gillin and sponsored by the Institute for Research in Social Science of the University of North Carolina.

IREMONGER, LUCILLE. The Young Traveler in the West Indies. New York 10: E. P. Dutton and Company. 1955. 215 pp. \$3. When the Fulfords arrive in Jamacia, the climate, the riotous colors, the food, the people, and the customs seem strange, indeed, to all but Mrs. Fulford, whose home it had been as a girl. With the help of their cousins, Mary and John Bannister, it was not long before David, fifteen, and thirteen-year-old Jane learned a good deal of Jamaica's history, saw how bananas are raised, attended a Jamaican wedding, sampled the native cooking and learned to look with an open mind at many of the local problems, both social and political.

This background proves invaluable, when, leaving their mother with her relatives, David and Jane go with their father to visit the other islands. Guided

by their father's delightful humor, they absorb each new experience with eager understanding, whether it be the variegated life of Cuba, with its crowded market places and ancient fortresses, contrasting with its cigar factories and modern Havana Country Club, or Haiti and its political history, dominated by the two great leaders, Toussaint and Dessalines. They go on to Puerto Rico, Matinique, and Barbados. They see La Brea, the great black lake of stone pitch in Trinidad and are delighted with the transported bit of Holland known as Curacao.

KRONENBERGER, LOUIS. Company Manners. New York 22: New American Library. 1955. 144 pp. 35 c. An appraisal of American culture with special emphasis on art, theatre, radio and T V, and business, as well as indi-

vidual morals, manners, and ideals. A Mentor book.

KURTZMAN, HARVEY, Inside Mad. New York 18: Ballantine Books. 1955. 35c. This book contains 18 stories in comic book style—the third in the Mad series. The other two are The Mad Reader (35c) and Mad Strikes Back. (35c).

KUTTNER, HENRY and, C. L. MOORE. No Boundaries. New York 18: Ballantine Books. 1955. Paperbound 35c. Hardbound \$2. This book includes the following five memorable stories of science fiction and fantasy—"Vintage Season," "The Devel We Know," "Home There's No Returning," "Exit the

Professor," and "Two-Handed Engine."

LAWSON, M. A. Strange Sea Stories. New York 17: The Viking Press. 1955. 192 pp. \$3. Ever-increasing knowledge, slowly and dangerously acquired throughout the ages, has cleared up some of the mystery which in older days hung over the sea like a mist. But in spite of radar, charts, and superliners, the sea remains secret and savage. Its enchantment has been felt by people of all countries and all centuries, and its wild untamable beauty has led to many strange legends and superstitutions.

Here are gathered by a fine storyteller some of the tales that have lingered long among the folk who live close to the waters and the men who sail upon them. There are fascinating and beautifully written stories of phantom ships, unlucky passengers, the half-mortal seal folk, mermaids, strange mariners, the lost continent, and sea serpents, which have been called the sea's last mystery. There are poems as well as records of early mapmakers and figurehead makers.

LEWIS, NAPTALI, and MELAER REINHOLD. Roman Civilization, Volume II, "The Empire." New York 27: Columbia University Press. 1955. 662 pp. \$7.50. The limitless majesty of Rome under the Caesars, from the age of Augustus to Constantine and the triumph of christianity, is the subject of this volume. In three and a half centuries Rome's ecumenical sway, extending across three centuries from the Atlantic Ocean to the Caspian and Red Seas, embraced many peoples of diverse cultural origins and different stages of social development.

The book contains over 600 selections from literary, epigraphical, and popyrological sources. Of these, more than 200 are now available for the first time in English translation. As in Volume I, translations not otherwise identified are the authors' own. Included also is a selected, comprehensive bibliography of books and articles in English intended to assist the reader interested in exploring further the topics treated in this volume.

MANNERING, EVA, editor. Mr. Gould's Tropical Birds. New York 16: Crown Publishers. 1955. 16 pp. plus 24 plates (11\%" x 16"). \$7.50. This book is composed of 24 colored plates of birds selected from John Gould's folios together with descriptions of the birds taken from the original text and an introduction. John Gould—the Bird Man—was born 150 years ago when vast tracts of the ornithological world yet remained a field of exploration and discovery. At his death in 1881, he had published 2,999 paintings of birds, the combined work of his wife, Edward Lera, H. C. Richter, and W. Hart. As his own publisher, Gould earned a fortune from his folios, but he always gave full credit to his wife for the part she played in launching his enterprise; for it was she who illustrated all his earlier folios. Her death, soon after her return with him from his exploratory voyage to Australia, was a tragic end to a very real and close partnership. It is fitting, therefore that the concluding plate in this book should be Nectarinia Gouldial, the species named by an eminent ornithologist as tribute to an accomplished artist—Mrs. Gould's Sun-bird.

MARCUS, ABRAHAM. Radio Projects. Englewood Cliff, N. J.: Prentice Hall, Inc. 1955. 80 pp (8½" v 11"). This book is a how-to-do-it- aid in building a radio set. In it is seen the practical application of theory. The various steps are presented in order of construction and at each step a list of the apparatus and materials required for the project is presented together with photographs and diagrams showing top and bottom views of the project. Chapter titles are: How To Solder, Crystal Detector Receiver, Drode Detector Receiver, A-C Power Supply No. 1 and 2, Audio-Frequency Amplifier, Tuned-Radio Frequency Tuner, AC-DC Superheterodyne Receiver, and Code Oscillator. This book is a companion book to the author's two other books on this subject, entitled Elements of Radio (1953) and Radio Servicing, Theory, and Practice (1954).

MCKEE, E. M. The People Act. New York 16: Harper and Brothers. 1955. 287 pp. \$3.50. Here is the heartening record of how Americans in a variety of cities, towns, and counties have joined voluntarily to solve their community problems. These stories, in the author's words, are "the signature of a free society." In Bat Cave, North Carolina, the residents needed a hospital. In Arlington, Virginia, the fight was for better schools. In Seattle, Washington, the members of a racially mixed and separated community broke down the barriers between groups with shared activities. In Baltimore, Maryland, a tenyear struggle for decent housing began to bear fruit. The citizens of Gary, Indiana, mobilized for a fight against crime. Morganville, Kansas, learned about international friendship by adopting a French town. Alexandria, Minnesota; Upper Winooski Valley, Vermont; Blairsville, Georgia; Tintop, Texas; and Carroll County, Georgia; these round out the list of eleven towns whose stories are told in this book.

MEAD, SHEPHERD. How to Succeed in Business Without Really Trying. New York 18: Ballantine Book. 1956. 140 pp. 35c. Discusses many procedures which help the individual to success in his work.

Navy Occupational Handbook. Washington 25, D. C.: Bureau of Naval Personnel. 1956. 158 pp. Free. A manual for civilian guidance counselors, schools, libraries, employment and youth agencies, supplying basic information to men and women and including 72 vocational information briefs covering the major job opportunities in the Navy.

The New Fannie Farmer Boston Cooking-School Cook Book. Boston 6: Little, Brown and Company, 34 Beacon St. 1951. 849 pp. \$3.95. This is the ninth edition, completely revised, of the cookbook women have no doubt about. All the latest methods and materials are included. Full-color illustrations and line drawings are used to show how-to-do-it. This edition contains over 3,000 tested and retested recipies. It contains charts, tables, menus, shopping suggestions, short cuts to cooking canned and frozen foods, and many new time, money-, and labor-saving facts.

Our Smallest Servants. Brooklyn 6: Chas Pfizer and Company, 11 Bartlett Street. 1955. 32 pp. This book deals with one of the most momentous and farreaching of all scientific achievements: the ability to harness microscopic living creatures in the service of mankind. It is a report on the achievements of fer-

mentation chemistry and bio-chemical engineering.

Pathfinder Clubs for Character Education. Cleveland: Supt. of Schools. 1950. 172 pp. The book describes curriculum planning and provisions made in character education by the Cleveland public schools. It outlines programs for Pathfinder clubs through which the program is largely promoted and selects some of the problems most prevalent in the lives of pupils and presents materials to help remedy some of these problems.

POHL, FREDERICK and C. M. KORNBLUTH. A Town Is Drowning. New York 18: Ballantine Books. 1955. Paper bound 35c, Hardbound \$2. This is a novel about Hurricane Diane that brought unforseen cloudbursts and

plunged the lives of hundreds into chaos.

QUILLEN, I. J. and EDWARD KRUG. Living in Our America. Chicago 11: Scott, Foresman and Company. 1956. 704 pp. \$4.16. This newly revised text adds some new features to its treatment of American history for grades seven and eight. Students should find the book most attractive, and teachers should like the increased help offered in study and activity materials. To reinforce the teaching aids in this textbook, a teacher's manual and student testbook for the new edition are being prepared for release this spring. The updating of content of the book carries the record of our country into the period of the Eisenhower administration, bringing out such recent developments as: the Point Four program, the Berlin airlift, the Korean and Indo-Chinese wars, Eisenhower's election in 1952, West Germany's admission to NATO, the St. Lawrence Seaway plan, the development of nuclear weapons.

Revision of the end-of-chapter study aids was designed for easier use and more concrete help, with the inclusion of new vocabularly exercises and review questions covering each chapter in greater detail. Activity suggestions and reading lists have been condensed, with some of the "overflow" assigned to the

teacher's manual.

School people familiar with the 1951 edition will note some important changes in appearance in this new book. A pictorial cover and the addition of color on almost every page promises to strengthen the book's appeal for students. And the 1956 edition is a smaller book, both in size and in number of pages. It includes maps, photographs, charts, graphs, cartoons; study aids and annotated reading lists; text of the Constitution with paraphrase.

REID, SEERLEY, ANITA CARPENTER, AND ANNIE R. DAUGH-ERTY. U. S. Government Films for Public Educational Use. Bulletin No. 1. Washington 25, D. C. Superintendents of Documents. 1955. 659 pp. \$1.75. Paper cover. This catalog lists and describes more than 4,000 motion pictures and filmstrips of the United States government which are now available for public use within the United States. While all departments and establishments of the government assisted in its preparation, the catalog is primarily the result of unique co-operation between the U. S. Office of Education and the Library of Congress. Briefly stated, the Office of Education collects and catalogs information about all U. S. government films and sends such information to the Library of Congress. The Library reviews these data, indexes the films by subjects, and prints 3 x 5 catalog cards. These cards, prepared co-operatively by the Office and the Library, provided the basic material used in compiling this 1955 catalog.

SANDERSON, I. T. Living Mammals of the World. New York 22: Hanover House. 1955. 303 pp. (8½" x 11"). \$9.95. Ivan T. Sanderson, one of the world's foremost zoologists, has produced in this book the finest and most authoritative book on this subject to be published in the last fifty years. Scores of new species have been discovered in the past half century (some by Mr. Sanderson himself) and a vast store of new knowledge about mamals has thus been accumulated. Color photography has now reached a point of near perfection and is the most precise, accurate, and exciting medium for recording the exact appearance and characteristics of animals. The book combines photography with a wealth of fascinating new information. Here brought together in one illustrated encyclopedic volume are thousands of varieties of living mammals, arranged in accordance with the most recent knowledge of their true relationships. Of tremendous value to the student, layman, and scientist, it is an invaluable reference work as well as a treasury of fact and animal lore.

SAVERY, CONSTANCE. Welcome, Santza. New York 3: Longmans, Green and Company. 1955. 166 pp. \$2.75. The day Chrysantza Ionides was appointed "big sister" to the two smallest orphans in the monastery high in the mountains of Greece was exciting for her in other ways. A band of relief workers arrived, bringing food, clothing, medical supplies, and the great news that the war was over. Nobody noticed Santza when Nicky, Vicky, and older brother Sando were sent to their relatives in England.

Being "big sister" meant looking after her charges, so four children instead of three arrived at Uncle Ted's and Aunt Sheila's house in England. Santza was a little worried about not being wanted, but she shared in the warm welcome the children received. Joys and surprises such as they could not know in wartorn Greece awaited them and above all a loving family welcomed them with open arms. When their parents suddenly turned up, released from a hostages prison camp, Santza lost her job as "big sister," but her problem was solved in a way she didn't expect. She who had been made so welcome now was delighted to do some welcoming of her own.

SHECKLEY, ROBERT. Citizen in Space. New York 18: Ballantine Books. 1956. 206 pp. Paperbound, 35c. Hardbound edition, \$2. Contains twelve stories of imagination.

SHERBURNE, ZOA. Almost April. New York 16: William Morrow and Company. 1956. 224 pp. \$2.75. Karen couldn't believe that she and her father were really quarreling, hurling angry, bitter words at each other that cut like knives. Even though, at first, she hadn't wanted to come to Oregon to live with him and Jan, his new wife, she was already beginning to feel that she was one of the family. Now suddenly, her friendship with Nels Carlson—a roughmannered boy with mahogany-colored hair whom she had met on the beach—

stood between them. Why couldn't her father see that she was old enough to make her own decisions, even if he did think that Nels was a juvenile delinquent?

After Jan came home from the hospital with baby Kevin the household was even more upset. The stubborn deadlock between Karen and her father continued, but it was overshadowed by worry about Kevin's health. In the end, a family crisis precipitated by Kevin's illness made not only Karen but also her father and Jan realize that blind pursuit of one's own desires can lead to near tragedy.

SHIPLEY, J. T., Editor. Dictionary of Early English. New York 16: Philosophical Library. 1955. 767 pp. \$10. This is an alphabetical discussion of words from early English authors, including the most interesting, informative -and revivable-English words that have lapsed from general use.

It includes: (1) words likely to be met in literary reading. Chaucer, Spenser, Shakespeare, the Tudor pamphlets and translations, are richly represented in words and illustrative quotations. The 18th and early 19th century revival has been culled: Chatterton, Ossian; Percy's Reliques and Child's Ballads; Scott, in his effort to bring picturesque words back into use. In addition, anthologies, for the general reader or the student, have been examined, and work they include combed for forgotten words.

(2) Words that belong to the history of early England, describing or illuminating social conditions, political (e.g. feudal) divisions or distinctions, and all the ways of living, of thinking and feeling, in earlier times. Anxiety, for example, is indicated, not in the 99 phobias listed in a psychiatric glossary of the 1950's but in the 120 methods (see aeromancy) of determining the future. (3) Words that in various ways have special interest, as in meaning, background, or associated folklore. Included in this group are various imaginary beings, and a number of magic or medicinal plants. (4) Words that are not in the general vocabulary today, but might be usefully and pleasantly revived.

SHOSTECK, ROBERT. The College Finder. Washington 5, D. C.: B'nai B'rith Vocational Service Bureau, 1129 Vermont Ave., N. W. 1955. 448 pp. \$3.50. This is a simple, fast, and original method for helping the high-school student determine what college he should attend. Using an accompanying "Student Preference Form," the couselor, teacher, or the prospective college student checks off eight major characteristics that he seeks in a college. By the use of a simple code, the student can select those among the almost 2,000 institutions of higher learning listed in the book which best meet his needs and desires. Counselors who have used the book and preference forms during two years of research and field trial, describe the method as a "new milestone in guidance," and one which eliminates previous time-consuming, hit-or-miss methods. This book lists the geographical location, cost, type of control, number of students enrolled, accreditation, and numerous other facts concerning each college.

Part II of the book is designed to aid the counselor or student in selecting a school which offers a good program in his major field of study. This part lists institutions offering majors or degrees in 138 fields of study. Included are data on accreditation, and/or number of bachelor's, master's, and doctor's degrees conferred for each major field of study. In addition, it lists over 800 institutions of higher learning where there are religious units sponsored by national Catholic, Jewish, and Protestant bodies. Included with each book is a pad of

100 "Student Preference Forms."

SHOTWELL, J. T. Aims of the United Nations. New York 10: E. P. Dutton and Company. 1955. 80 pp. \$2.25. This is a book for all who believe in the cause of peaceful international relations; it is factual yet moving account of the progress made by the organization that expresses the deepest longings of bewildered civilized man—the United Nations. It makes "abundantly clear that in the United Nations, the peoples of the world have within reach, to use if they will, an instrument increasingly capable of transforming their common longings into ever expanding ralities."

From the Preamble to the United Nations Charter comes a clear statement of the actual aims—the formal expression of common human needs felt by all the member nations of the world which motivated the founding of the United Nations. This book goes on to illustrate the practical ways to accomplish these aims. Here, simply set forth, are the various bodies of the United Nations and their functions.

The book shows how these rather formal-sounding bodies are currently dealing directly and sympathetically with a wide variety of international problems and thus forwarding the aims enunciated in the Charter. First and foremost is the maintenance of peace, and a concise and heartening history of the United Nations' peacemaking efforts is given. Also emphasized is the United Nations' work for civil, political, economic, social, and cultural rights; its action on slavery and the plight of refugees, prisoners of war, and the stateless; its position on the rights and duties of sovereign states; its work for the betterment of labor conditions, the position of women, care of children, control of narcotics, and administration of non-self-governing territories.

SIMMONS, HARRY. How To Run a Club. New York 16: Harper and Brothers. 1955. 320 pp. \$3.95. Here is a handbook covering every phase of successful club operation. Club leaders will find a wealth of practical advice on how to solve legal and financial problems, how to increase membership, how to obtain and handle speakers, how to build attendance at meetings, how to publicize meetings, how to plan interesting programs and the host of similar problems involved in running a club.

Seventy-six practical illustrations—each cash disbursement records, meeting announcements, application forms, membership cards, programs, etc.—show how leading clubs handle vital phases of their work. Here is a gold mine of well-planned ideas which can easily be applied or adapted by any club anywhere.

In addition, there is a concise summary of how parliamentary procedure works, along with definitions of the terms used. Club members will also welcome the 25 practical hints on public speaking drawn from the author's long experience.

SMITH, JULIA. Aaron Copland, His Work and Contribution to American Music. New York 10: E. P. Dutton and Company. 1955. 336 pp. \$5. Aaron Copland is recognized as a giant among twentieth century composers, and as Olin Downes, writing in The New York Times, said: "By the quality of his workmanship, the sincerity and adventurousness of his progress, Copland made himself the spearpoint of the development of the modern American school."

Julia Smith, in this book, has combined a wealth of biographical information with an illuminating study of Copland's music and writings to form an indispensable study of the composer's place in contemporary music. The first chapter traces Aaron Copland's early years and music studies from his birth in

Brooklyn in 1900 up to 1917; the years of study with Rubin Goldmark at the Julliard School of Music and with Nadia Boulanger in France follow. Then come periods in Boston, New York, the Peterborough Colony, Europe again, and in the American West, where Copland experienced wider manifestations of American life. In 1929 he reaches the period of his second style, an abstract one, when he was again in Europe and then Africa and Mexico. From 1934 his third "style period" dates up to the present and this is the Copland as we know him today, composer of occasional music, large "absolute" scores, ballets, music for plays and films, and opera as well as the patriotic and musical pieces based on American folk-song themes.

At eleven Copland began the study of piano with his sister. By the age of sixteen he had definitely decided to become a composer and wherever he has lived he has worked. His output has been large and, in her presentation of the technical side of his music, the author, by the use of musical excerpts and analysis, gives a full and chronological view of each step of his development. She also includes three valuable appendixes, a complete list of his musical works (with addresses of his publishers), a list of recordings (including those now out

of print), and a chronological listing of his critical writings.

STARR, M. C. Management For Better Living. Boston 16: D. C. Heath and Company. 1956. 461 pp. This text applies management principles to all areas of a well-planned homemaking program-foods, finances, family relationships, child guidance, and so on. It applies the management principles developed in business and industry to everyday decisions that must be made in personal, family, and home living. The chief aim in writing has been to give teachers a much needed, workable text for secondary-school classes of young men and women, together or separately. The text is divided into three units. The first develops the need for management in daily living, the second explores the use of time and energy in performing all kinds of daily tasks, and the third unit leads to an examination of money and other income and of how to handle expenditures. In the chapters explaining finance, for example, the student learns the preliminary steps toward development of a financial plan, analyzing his special needs and finding out what income includes, etc. Then he learns about building a financial plan for himself-alone or with the family. Last, but very important, he learns how to put his plan to the test. In this way students develop a sense of responsibility about money, and in a similar way, other units develop the student's capabilities in all phases of home management.

This new text helps students learn to make wise decisions involving their use of time, energy, money, possessions, abilities, and relationships with others. The manuscript for this text was prepared and tested in use. Many home economics instructors have successfully tried the original draft with their classes. Portions of this manuscript, tested for readability according to the Lorge formula, showed it to be between the seventh- and eighth-grade reading levels. Full color on the cover and on sixteen pages in the text helps make it appealing and attractive. There are also many black-and-white drawings and photographs. The two-column page design contributes to readability. An appendix provides helpful charts and lists on: kitchen planning, supplementary reading, 16-mm

films, 35-mm slide films, and an index.

STIERI, EMANUELE. Fundamentals of Machine Shop Practice. Englewood Cliffs, N. J.: Prentice Hall, Inc. 1956. 332 pp. (8\\(^{\mu}\)" x 11"). \\$5. Machine

shop is considered a basic shop in the field of industry. The tools of industry and progress in manufacturing and production depend upon machine tools. A skillful mechanic in any field needs to acquire an understanding of machine shop processes, and especially of concepts of accuracy and required tolerances. This book has been prepared to serve not only beginners entering machine shop work but also all the machine tool trades. The hand tools, the measuring devices, and the fundamental machines of the machine shop are found in most other machine tool processes. The lathe, drill press, and grinders are common equipment in most production and maintenance shops.

The author has combined illustrations and written instruction so as to present in phychological sequence materials of value for beginners in machine shop practices and also for those engaged in numerous other machine tool trades. The author has recognized that demonstrators of shop subjects need instructional materials pertaining to fundamentals rather than step-by-step procedures for the completion of specific projects. The result is a text presenting needed instructions for the beginner to make progress on real jobs or selected projects.

The acquisition of skill in the use of hand tools and the operation of machines have been stressed with the inclusion of science and mathematics. This combination determines to a great extent the level of attainment of a machine tools operator. The combination of meaningful tool practices, science, and mathematics, presented on beginning level, is an outstanding contribution to the practical arts field.

TARKINGTON, KATE. Rex Goes to the Rodeo. San Antonio: The Naylor Company. 1955. 38 pp. \$1:50, hardbound; 75c, paperback. The rodeo was the World Championship Rodeo at the Coliseum in San Antonio, Texas. Rex was seven, "going on eight." It was the day of the rodeo for school children. Daddy always had taken Rex to the rodeo before. But this time Rex was going by himself. The rodeo was exciting enough, but Rex also met Cowboy Steve from Wyoming. Cowboy Steve was a world's champion rodeo roper and a feature attraction. He told Rex about rounding up wild mustangs on his ranch back in Wyoming, and promised to take Rex on a bear hunt on the ranch. Then there almost was tragedy when the rodeo was ready to start, and Rex couldn't find his ticket that he had been holding onto so carefully. However, Cowboy Steve proved himself to be a friend in need to Rex—and this rodeo turned out to be the best ever for the boy.

TASTMONA, THOTHNU. The Secrets of Secret. New York 36: The Thothmona Book Company, 520 Fifth Avenue. 1955. 88 pp. A list of the conclusions deriving from the discoveries presented in Secret: The Gizeh Pyramids.

TRESSLER, J. C., M. B. SHELMADINE, and H. I. CHRIST. Junior English in Action. Boston 16: D. C. Heath and Company, 285 Columbus Ave. 1955. Book I for Grade VII. 447 pp. \$2.80; Book 2 for Grade VIII. 448 pp. \$2.80; Book 3 for Grade IX. 480 pp. \$2.96; each with practice book and a Teacher's Manual. This series of three books for grades seven, eight, and nine has been revised and substantially rewritten to meet the needs of today's students. This class-built, class-tested program strikes a modern note in philosophy, content, techniques, format, and illustrations. This series method of teaching—brief explanation, through illustration, and continual application—has been used in thousands of classrooms. The new features of the sixth edition are based on the classroom experiences of teachers in a variety of schools throughout the

country, on new curriculum plans, and on new training approaches. This series provides training in listing, reading, thinking, speaking, and writing. For this training the authors have supplied activities that students will link directly with their own lives. The series sets up immediate goals which students recognize as both desirable and well within their reach. This sixth edition retains the former plan of organization, which separates the language activities from the *Handbook* used for reference and drill. With this functional organization, each type of material is instantly available when it is needed. The series provides for accurate measurement of achievement through diagnostic and mastery tests and models for progress or achievement charts easily scored by teachers or students. The many colorful illustrations and cartoons lend emphasis and humor to each text and add greatly to the teenage appeal of the books.

TRILLING, LIONEL. Freud and the Crisis of Our Culture. Boston 8; The Beacon Press. 1955. 59 pp. \$1. This essay was written as the Freud Anniversary Lecture of 1955, the fifth of the annual lectures established by the New York Psychoanalytic Institute and Society to mark the day of Freud's birth. The original lecture has been somewhat revised and expanded in this book.

TUNIS, EDWIN. Wheels. Cleveland 2: The World Publishing Company. 1955. 96 pp. (9" x 12"). \$3.95. Nothing like the wheel exists in nature. Man has had to develop the idea—his greatest invention—out of his own brain. In this book, Edwin Tunis depicts, in a happy partnership of accurate drawing and lucid text, the history of man's victory over space and inertia.

Ì

9

0

8

ÿ

n

e

n

e

S

d

S

ð.

٥.

a

e

1-

у,

n

d

Beginning with the first primitive form of roller—the wheel before it could be called a wheel—he leads the reader through the 5,000-year history of land transportation from the Elamite chariot, the first wheeled vehicle of which we know, through Egyptian, Assyrian, Greek, Roman, Chinese carriages, chariots, carts, through the centuries' development of the road coaches—and the roads themselves—of Europe, right up to the double-decker transcontinental bus coasting along the modern superhighway.

Re-creating in striking pictures what could up to now be found only in words, and, in some instances, depicting vehicles never before pictured in such detail, Mr. Tunis parades before the delighted eye realistic drawings of the vitoria, the landau, the berline; the Stutz Bearcat and the Roman racing chariot, the hansome cab, the high-wheeled "ordinary" bicycle, the original Selden automobile, even the famous Maxwell, and the surrey with the fringe on top.

Here is an absorbing chapter of man's social history. From log roller to motor car, in drawings so realistic and prose so descriptive you can hear the leather creak and the axles screech, Edwin Tunis has created a book to be enjoyed from cover to cover.

UNESCO World Art Series. "NORWAY Paintings from the Stave Churches," Volume V. New York Graphic Society, 95 East Putham Ave., Greenwich, Conn. 1955. \$15. This book with a preface by Roar Huglid and an introduction by Louis Grodecki is one of the most unique and fascinating volumes yet to appear in the UNESCO World Art Series. The style of painting and the type of church architecture reproduced, for the first time, in this volume represent one of the most important and little-known aspects of medieval art.

Between the eleventh and twelfth centuries over 1,000 of these stave churches were built entirely of wood—also known as fir-tree churches because of their

striking resemblance to the giant fir trees of Norway's ancient forests. Unfortunately most of them were destroyed before their value as an element in the national culture and in the field of art was realized. The Norwegians themselves "discovered" the churches in 1826 when Professor J. D. Dahl, painter and teacher at the Fine Arts Academy in Dresden, returned to his native land after a long absence and was struck by their unique beauty and masterly craftsmanship. But not until the publication of this UNESCO volume on Norway has anyone but a small handful of art scholars, historians, and fortunate visitors to Norway been aware of these unique monuments of medieval art. The churches that remain (about twenty-five) are preserved as national treasures which have no rival in any other country in the world.

Lavish with color and vigorous in subject matter, the art of the stave churches offers probably the most vivid example it is possible to find of the struggle between opposing currents of national and foreign trends, and the blending of old traditions and new ideas. Christianity, introduced in the eleventh century, swept the country in the twelfth century and gradually transformed Norwegian culture. New motifs brought into the country by the returning Norsemen were incorporated into the animalistic style of traditional Norwegian art and became an element in a purely Nordic style. Even today the same old traditional themes continue to inspire new generations of Norwegian artists.

We Sing of Life. Boston 8: Starr King Press. 1955. \$3. Here are songs so close to life and experience, and so attractive musically, that they find immediate acceptance by all ages. The preliminary testing showed that children and young people particularly were delighted by this new approach. Included are songs of reverence and wonder about nature; songs of working and playing together; songs of different countries and peoples; songs of the world's work; songs of human heroes; songs of times and seasons; songs of freedom; songs of the idealism expressed in different religious traditions; classical hymns; and new songs answering to the challenges of today's experience and thinking.

The inclusion of any song was decided according to the test: Does it "sing of life"? Does it have interest for the singer? Does it have simplicity based on genuine profundity? Does it have visual phraseology? Does it have literacy excellence?

The music includes magnificent chorales and psalm tunes of the Reformation; representative tunes of earlier and later use in Christian churches; melodies of Jewish origin; folk tunes from the British Isles, France, Germany, Scandinavia, China, and from the American Indians. A special feature is the many tunes from the superb and little-known tradition of American Folk hymnody. In addition, several new tunes have been composed especially for this collection.

Although the book was prepared primarily for children and young people beginning with grade three, its appeal is to all ages. Of the 172 songs in the collection, 33 are adapted to the youngest children (through grade two); 102 are suitable for children through grade six; 114 for junior high-school youngsters; 123 for high-school youth; and 101 for adults.

WEISBRUCH, F. T. Semimicro Laboratory Exercises in High School Chemistry, 2nd ed. Boston 16: D. C. Heath and Company. 1956. 285 pp. \$1.88. This second edition is a thorough revision based on teacher's and students' experiences with the first edition. Five new experiments have been added to expand the work on quantitative determinations; acids, bases, and salts; and

metals and their compounds. Improved techniques have been incorporated into many experiments, and a number of illustrations have been added.

The author has endeavored to depart from the usual question and answer technique in many instances by allowing the student to work out suggested procedures and details of methods by himself. Several student problems and thought-provoking experiments have been introduced to break the student gradually from a "cookbook" method of procedure in working experiments. Thus in Experiments 3, 44, and 48, to give just a few examples, the student is expected to devise his own method of procedure. These methods should be checked by the instructor before the student proceeds with the experimental work. It is essential that the teacher point out the thought problems well in advance of the laboratory period so that, by individual effort or group discussion, methods of procedure may be given sufficient thought.

The laboratory exercises contain an exceptionally large number of questions to be answered by the student as he works the experiment. These questions are meant to direct the student's line of thinking toward the proper conclusions of the experiment, rather than as a test of information. Hence, some questions will seem extremely simple, as they are questions that lead and direct the thinking of the student toward formulation of the basic principles brought out in the exercise.

The teacher should expect the student to be able to answer unassisted the summary questions at the end of each experiment. These questions under "How well do you understand this experiment?" are designed to summarize the student's thinking and to serve as a means of recall of the basic facts, principles, and conclusions of the experiment.

The laboratory exercises in this manual cover the same material and the experiments are of the same type as those found in the standard high-school laboratory manual. They can, therefore, be used with any secondary-school chemistry text and will satisfy the usual high-school laboratory requirements. Experiments have been arranged in "unit form" in order to simplify their adaptation to any text. The teacher is free to select experiments in any sequence in order to conform to the arrangement of the subject matter in his text. New chemicals and materials which have been added in this revision are listed in the Teacher's Manual.

The teacher is encouraged to depart from the normal laboratory methods of procedure whenever his own initiative prompts him to do so. The presence of the student reagent tray simplifies innovations in the laboratory procedures and makes it very adaptable to any change in method or to the introduction of new experiments prepared by the chemistry teacher.

WILKERSON, JESSE. Come Home Bill Bailey. San Antonio 6: Naylor Company. 1955. 141 pp. \$2.50. This is a story of a boy and his horse, in Central Texas in the early part of the century. The horse, Bill Bailey, part thoroughbred and part mustang, was a handsome animal of uncommon intelligence and devotion—devotion which, of course, Jim Wilson, the boy, returned.

"You'll know it's him the first time you set eyes on that horse," Roxie, the colored woman who raised Jim, had told him about his longed-for horse before he came into possession of Bill Bailey, And it was so. The first time he saw the horse with the soft coat of deepest bay strikingly contrasted by a silky black

mane and tail, and a white star on his forehead, a feeling of realization almost spooky in its inevitability had come over Jim that this was his horse.

Jim's life, though he was motherless, was almost an ideal one for a boy in that happy rural setting. The boy and his inseparable horse discovered a hidden valley, rescued a girl from a mean stepbrother, went on a trip with the Old Horse Trader, and met various members of the community.

WYATT, HONOR. The Young Traveler in Portugal. New York 10: E. P. Dutton and Company. 1955. 224 pp. \$3. This is a fascinating first-person account of the Blake family's camping trip in Portugal. There is twelve-year-old William's enthusiasm expressed in letters to his older brother. There are excerpts from fifteen-year-old Patience's voluminous notes, woven into the mother's light-hearted comments about the sights and sounds and smells.

After a few day in Oporto, they travel by bus through Braga, Chaves, and Mirandela to Braganca with its cobbled streets and balconied houses. They find the people charming, and helpful. In Coimbra, they camp near the Mondego River, and in Leiria they are caught up in a "Romaria," a typical Portuguese religious festival. Nazare is decked in Sunday finery, and they visit a pottery factory in Caldes. They find Obidos crowded with women, donkeys and children... noisy, dirty and utterly appealing. They stop only briefly in Estoril, the fashionable resort town. From Lisbon they go to Cacilhas by ferry, then on to Setubal, across the plains of Alenteje, to Montemor-o-Novo. They swing down to the southernmost tip of Europe, and then return to the noisy life of Lisbon and Trafaria, feeling by now at home with these wonderful people, who accept them on equal terms, rather than as tourists.

## Pamphlets for Pupil-Teacher Use

AMERICAN ASSEMBLY, LAWRENCE SENESH, AND OTHERS. A Teacher's Guide to Economic Security for Americans. Economic Life Series No. 3. New York 36: Joint Council on Economic Education, 2 West 46 Street. 1955. 123 pp. \$1. This publication has been prepared in co-operation with the National Council for the Social Studies. Part 1, an analysis of the problem, discusses the historical forces which contributed to economic insecurity and offers an evaluation of solutions in terms of (1) the efforts of the individual, (2) the efforts of industry and unions, and (3) the efforts of the government (state, local and Federal). There are a number of amusing illustrations, in addition to the charts, which help to clarify important points.

Part II suggests appropriate teaching aids for presenting the three-fold solution to the problem described in Part I. The teaching activities cover all phases of the unit from motivation to culminating activity, and, finally, evaluation. Ways to combine the subject effectively with other disciplines also are given. In addition, there is an extensive annotated bibliography organized according to the general outline, and categorized in subdivisions of films, fiction, and source material.

Annual Report. Evanston, Ill.: Board of Education. 1955. 74 pp. A report in essay style to the public on the work of the Evanston High School. Also contains financial report for 1954 55 and a list of the staff members.

Audio-Visual Aids 1955-56. New York 36: The Filmstrip House, 15 West 46th Street. Lists filmstrips and records for elementary and high school as well as new sets on mathematics, history, social studies, English, and art subjects.

Audio-Visual Education in Urban School Districts. 1953-54. Washington 6, D. C..: Research Division of the NEA. 1955 (Oct) 36 pp. 50c. A survey involving the administration of audio-visual education; the physical facilities, equipment, and materials; their use; financial support; and evaluation of progress.

Bellman Publishing Company, Cambridge 38, Massachusetts, Publishers of a series of vocational and professional monographes at \$1 each. Following is a partial list of these monographs:

No. 1. The Library Profession. 20 pp.

No. 9. Dentistry. 19 pp.

No. 16. Fashion Design. 18 pp.

No. 18. Religion. 24 pp.

No. 29. Adult Education. 19 pp.

No. 33. Metallurgy. 20 pp.

No. 39. Modeling. 22 pp.

No. 43. The American Railway Industry. 26 pp.

No. 70. Personnel Administration. 18 pp.

No. 72. Astronomy. 32 pp.

No. 78. The Pen Industry. 16 pp.

No. 80. Soap and Detergent Industry. 19 pp.

No. 81. Life Insurance. 32 pp.

No. 83. The Dairy Industry. 19 pp.

No. 84. Stock Brokerage Business. 31 pp.

Each deals with one of many interesting vocations and career opportunities the nature of the vocation and how to get in it.

BETTS, E. A. Reading as a Thinking Process. Haverford, Penna. The Betts Reading Clinic, Publications Department, 257 West Montgomery Avenue. September 1955. 12 pp. 40c. A reprint from The National Elementary Principal.

BOWERS, ETHEL. Youth Work on a Small Budget. Putnam Valley, New York: Youth Service, Inc. 1955. 96 pp. \$1.50. Presents ideas which can be used by any youth leader with little or no budget, and suggestions for those contemplating or now operating a recreation building, community center, or youth center. This book grew out of the author's visits to centers and programs in over 450 cities in 41 states, during her 16 years as training specialist for the National Recreation Association and more recently eleven years as Managing Editor of Youth Leader Digest.

Also available from the same source for 50 cents per copy is the 40-page, May 1955 special issue of Youth Leaders Digest devoted to "Youth Councils—Wonderful, Weak, or Worthless?" by Ben Solomon, editor of the monthly magazine Youth Leaders Digest—subscription \$3 per year (no issue during July, August, and September).

BREWTON, J. E. Higher Education in Mississippi. Jackson: Institutions of Higher Learning. 1954. 381 pp. An analysis of problems of public higher education in Mississippi with recommendations by a survey staff and advisory committee. Also available from the same source is the Biennial Report of the Board of Trustees of State Institutions of Higher Learning (76 pp.) from July 1, 1953 to June 30, 1955 as submitted to the State Legislature.

CALIFORNIA ASSOCIATION OF ADULT EDUCATION ADMINISTRATORS IN CO-OPERATION WITH THE BUREAU OF ADULT EDUCATION. Professional Standards for Adult Education Administrators. Sacremento: California State Department of Education. 1955. 27 pp. Spells out standards that follow general principles of administrative conduct and procedure.

CALIFORNIA INDUSTRIAL ARTS CURRICULUM COMMITTEE. Suggested Courses of Instruction in Industrial Arts for the Senior High-School Level. Sacremento: California State Department of Education. 1955. 80 pp. Outlines courses of instruction for the following industrial arts shops and classes: auto, drafting, electricity-radio, graphic arts, handicrafts, metal, photography, wood, and comprehensive general. Also available from the same source is a course of instruction for industrial arts after the junior high school.

CANT, GILBERT. New Medicines for the Mind: There Meaning and Promise. New York 16: Public Affairs Pamphlets, 22 East 38th Street. 1955. 32 pp. 25c. Tells the story of one of the greatest medical achievements in the twentieth century—the discovery of two new drugs called chlorpromazine and reserpine. The booklet explains how these new drugs, together with an increase in trained personnel to administer psycho-therapy, will enable us to cut down the number now hospitalized and to shorten the stay for those requiring hospitalization.

Careers for Women in the Armed Forces. Washington 25, D. C.: The Women's Bureau, Department of Labor. 1955. 48 pp. Free. The Department of Defense and the Department of Labor recently conducted a joint study of job opportunities for women in the Armed Forces of our nation. Their findings, presented in this booklet, show that the Armed Forces offer young women opportunities to acquire special job skills—and to perform a variety of jobs; equal pay—regular increases; good working and living conditions, health, welfare, and recreation programs; and an opportunity to carry forward the American tradition of citizenship and service.

"The Child with Rheumatic Fever." Washington 25, D. C.: Superintendent of Documents. 1955. 16 pp. 10c. While most cases of rheumatic fever now can be prevented with prompt treatment of strep infections, which precede the fever, the disease is still serious because the heart can be affected during its acute stage. This bulletin describes to parents the preventive value of early treatment and also the role which sulfa and pencillin can play in warding off recurrent attacks.

COMMITTEES ON PUBLIC EDUCATION. The Senior High School and the Public. Pasadena: The Committees on Public Education, 259 South Los Robles Ave. 1955. 20 pp. Free. A study of some major problems confronted by the people of Pasadena, California.

Common Sense . . . . . . for Your Safety. Flint 2: AC Spark Plug, The Electronics Division of General Motors, Public Relations Department, 1955. 24 pp. Free. A safety booklet with a fresh approach to prevention of industrial accidents, illustrated in color.

CONOVER, HARRY. Modeling. Cambridge 38: Bellman Publishers Company, P. O. Box 172. 1955. 22 pp. \$1. One of a series of monographs in the Vocation and Professional Monograph Series used in connection with

guidance activities wherever general counseling work is conducted and for individual reference purposes in the choice of a career.

CRAWFORD, M. M., STANLEY STEINKAMP, and E. L. HOUSWALD. Student Spending at Indiana University, 1951-52. Bloomington: Division of Research and Field Services, Indiana University. 1955. 82 pp. \$1. An analysis of the spending habits of 678 Indiana University students.

CURETON, E. E. and L. W., and others. The Multi-Aptitude Test. New York 36: The Psychological Corporation, 522 Fifth Avenue. 1955. A battery of 10 parts bound in one 28-page booklet. Form A or B—1 to 9 packages, of 25, \$3.50 each; 10 or more at \$3 each; Study Kit, \$1.25 (includes a copy each of Form A and Form B of the test booklet, the manual, and a set of the scoring keys.) The battery includes the following 10 parts: Vocabularly, General Information, Arithmetic, Number Series, Figure Classification, Mechanical Comprehension, Word Recognition, Scrambled Letters, Checking (clerical), and Paper Form Board.

One to five minutes are required per test and the entire battery can be given in a 50-minute class period. Since it is not to be used in counseling or selection, the Cureton Multi-Aptitude Test fills needs for which it would be improper or inconvenient to use regular tests. Unlike tests on which decisions or advice are often based, the CMAT requires no careful protection of security; it may be exposed freely in a variety of situations. Experienced teachers themselves, the Curetons have planned the battery for use with five kinds of groups: advanced classes in measurement, statistics and test construction; introductory classes, in general or applied psychology courses, and courses for students in related fields such as personnel administration or social work; seminars, conferences, and institutes with such groups as personnel men, foremen, executives, social workers, teachers, and others; nonprofessional groups such as parents or members of service clubs, for whom short demonstrations of tests can be interesting, informative, and conducive to good public relations for educational and industrial testing programs; and individuals and groups for whom testing is a new and possibly upsetting experience. Since the test is relatively unrestricted, lay persons and undergraduate students can be permitted to keep copies given them as illustrative or exercise material.

CURTICE, H. H. The Development and Growth of General Motors. Detroit 2: General Motors Corporation, P. O. Box 177. North End Station. 1955. 41 pp. The statement made by the president of General Motors before the Subcommittee on Antitrust and Monopoly of the U. S. Senate Committee on the Judiciary in Washington D. C., Dec. 2, 1955.

DEERING, E. R., compiler. Handbook on Attendance Accounting in California Public Schools. Sacremento: California Department of Public Instruction. 1955. 121 pp. Deals with attendance accounting at different levels and for different types of schools and classes.

DIETZ, AUGUST. Presidents of the United States of America. Richmond 19: The Dietz Press, Inc., 109 East Cary Street. 1953. 72 pp. Contains a picture and a shot biography of each of our presidents.

Do Right to Work Laws Hurt or Help the Economy. Washington, D. C.: National Right to Work Committee, 35 Rust Building. 1955. 8 pp. 1 copy free; 5 copies \$1; 25 copies, \$4.50. This pamphlet contends it does not hurt the economy.

DRESSEL, P. L. Bibliography on Education Instruction. Washington 6, D. C.: Association for Higher Education of the NEA. 1955. 21 pp. 25c. A selected and annotated bibliography of research articles having implication for general educational instruction.

ECKEL, HOWARD, and PAUL COOP. An Experiment in Teaching Educational Administration. Lexington: Bureau of School Service, College of Education, University of Kentucky. 1955. (Sept.) 55 pp. \$1. Presents an experiment in teaching educational administration.

Education and Employment Specialization in 1952 of June 1951 College Graduates. Washington 25, D. C.: Superintendent of Documents. 1555. 84 pp. 35c. Prepared by the Scientific Manpower Information Program, this publication is the report of a survey of nearly 50,000 college graduates a year after they had been granted Baccalaureate or Master's degrees. The purpose of the survey was to obtain information on the relationships between college specialization and subsequent employment or graduate study. Also available from the same source is Scientific Personnel Resources. 1955. 94 pp. 50c. A summary of information currently available on the supply, utilization, and training of scientists and engineers.

Education for the Age of Science. Washington 6, D. C.: Manafacturing Chemists' Association., 1625 Eye St., N. W. 1955. 8 pp. Free. A statement of the Association at the White House Conference.

Education in France. Washington 5, D. C.: France Actuelle. 221 Southern Building. 1956. 32 pp. 25 c. Discusses the structure of education in France, curricula and standards, teaching methods, the role of the teacher in French Society, student life, changes in education in France in the last two decades, and problems facing education in France and the solutions envisaged. Also a Bibliography.

FORNWALT, R. J. Juvenile Delinquency: Report and Comment. New York 3: Big Brother Movement, 33 Union Square West. 1955 (Dec.). 5 pp. (mimeo.) 15c. Contains a report on books and articles on this subject with comments by the author as well as excerpts from the books and articles.

GIACHINO, J. W. and H. J. BEUKEMA. American Technical Society's Freehand Sketching. Chicago 37: American Technical Society, 848 East Fifty-Eighth Street. 1955. 96 pp. \$1.65. This book's unit is planned to develop speedily the basic sketching skills of every classroom student, self-instructee, and hobbyist who uses it. An idea of its learner-oriented plan can be gained from a review of Unit 3, "Making Multiview Sketches." This discussion of working drawings illustrates, verbally and in carefully integrated figures, the types and placement of views, hidden surfaces, kinds and weight of lines used, and dimensioning. Then, since this is a learn-by-doing text, sixteen pages of practice problems at the end of the section test what has been learned. The student shows he has grasped the fundamentals and fine points by actually completing missing views, making three view sketches of objects shown, filling in missing lines, and dimensioning. In just this way, each unit first instructs, then requires practice to prove understanding.

Students will enjoy this book. Motivation for learning begins immediately with the stimulating exploratory material of Unit 1, "Basic Principles." Since the format gears visual aids to written material in a way which eleminates searching for examples, students get a feeling of action, of advancement. One

new skill leads to another. Lettering a sketch, sketching sectional and auxiliary views and fastening devices, making pictorial sketches, shading—all these are successfully met and mastered. Material as learned is immediately useful in shop, art, and science classes, as well as later in the world of industry, business, and everyday living.

GOODYKOONTZ, BESS. Helping Children Get Along in School. Chicago 10: Science Research Associates, 57 West Grand Avenue, 1955, 48 pp. 50c. The author says the child's first real picture of school will be based on the events of the first day-mainly, the things the teacher does and says. The impressions and attitudes the child acquires on that first day will be long-lasting ones. However, even before the child begins his formal education, the experiences he has had in his pre-school years are important. For instance, the author says, "the child who has been permitted to explore his world freely but safely, and to broaden the scope of his activities as he grows, usually has little difficulty in making a happy adjustment from home to school. If he has been allowed to do things for himself, routines such as going to the washroom, managing his food at mealtimes, using a handkerchief, or putting on or taking off his outer clothing will not present a major problem for him." The chapters include: "First Days," "Understanding the School's Goals," "Helping Children Build Good Study Habits," "Helping Children Get Along with Others," and "Making the School Good for Children."

A Guide for Professional Association Work. Washington 6, D. C.: Department of Elementary-School Principals of the NEA. 1956. 52 pp. \$1. A guide for the operation of associations which should assist in the growth of organizations on the local, state, and national levels.

Handbook of NAM Activities and Services for Education-Industry Co-operation. New York 17: National Association of Manufacturers, 2 East 48th Street. 1955. 24 pp. Free. Describes the educational activities of the National Association of Manufacturers. Also available are an 8-page discussion of "The National Association of Manufacturers, Champion of the American Competitive Enterprise System since 1895," and "Tomorrow's Scientists and Engineers. (16 pp.), a survey of industry's support of high-school science.

HARAP, HENRY. Free and Inexpensive Learning Materials. Nashville 4: Division of Surveys and Field Services. George Peabody College for Teachers. 1956. 242 pp. \$1. This publication is the seventh in a series of editions of free and inexpensive learning materials. It is designed to help the librarian, teacher, and pupil to collect current sources of information. It contains 3,833 entries, 63 per cent of which are revised or new entries. Furthermore, 876 entries in the last edition were eliminated because the materials were out of print, in short supply, or out of date. With few exceptions, nothing is listed which costs more than 50 cents. Each title is annotated and is followed by the complete address of the distributor. Each publication was judged for content, timeliness, clarity, and objectivity.

HARRIS, R. P. My High School. New York 11: The Macmillan Company, 60 Fifth Avenue. 1955. 64 pp. \$1. The purpose of this student's book is to help him become acquainted with his own school. Each of the 27 chapters explores an important part of his high-school work.

HEYLE, E. P., Compiler. Where To Buy 2 x 2 Slides. Baltimore 1: Enoch Pratt Free Library, 400 Cathedral Street. 1955. 30 pp. 15c. A guide to the selection and purchase of slide collections, index by subject.

Life Insurance Fact Book. New York 22. Institute of Life Insurance, 488 Madison Avenue. 1955. 111 pp. Gives the basic facts and figures about the life insurance business through 1954.

Lust for Life. New York 36: Metro-Goldwyn-Mayer, 1540 Broadway. 1955. 16 pp. Free. MGM creates the romantic, dramatic life and works of Vincent Van Gogh, the world renouned artist.

LYONS, W. J., editor. Turning Dollars Into Services. San Diego 3: Education Center, Park Blvd. at El Cajon. 1955. 24 pp. The annual report of the school district for 1954-55. Outlines the ten major divisions of the school districts budget, with photos and short discriptions of the chief services rendered by each.

MAGNUSON, H. W.; T. A. SHELLHAMMER; and PETER TASH NO-VIAN. Teaching Load in California Public Schools. Sacremento: California State Department of Education. 1955. A series of three articles reprinted from the California Schools.

MALLORY, BERNICE, and M. L. BUFFUM. Education for Homemaking in the Secondary Schools of the United States. Washington 25, D. C.: Superintendent of Documents. 1955. 38 pp. 30c. Describes the place of education for homemaking in the total educational program offered by secondary-schools, emphasizing the important role of the homemaking teacher in the development of the program and the ways learning experiences are planned and carried out by using the resources of school, home, and community.

MARTIN, W. E. Children's Body Measurements for Planning and Equipping Schools. Washington 25, D. C.: Superintendent of Documents. 1955. 121 pp. 50c. Contains information on 130 different measurements, for boys and for girls, distributed by school grade and by age. In addition, it has a series of graphs and tables.

McWILLIAMS, E. M., and K.E. BROWN. The Superior Pupil in Junior High School Mathematics. Washington 25, D. C.: Superintendent of Documents. 1955. 63 pp. 25c. This report presents ways to identify the superior pupil and methods to provide for his needs. It gives the names of many schools as examples of institutions using the procedures described. The authors warn that standard formula can be applied in all schools; therefore, the procedures described should only suggest ideas for further study by local school staffs.

MEANS, L. E., and C. D. GIBSON. Planning School-Community Swimming Pools. Sacremento: California State Department of Education. 1955. 64 pp. Emphasizes best practice over the state of California and points out the steps that must be taken to provide aquatics facilities that will meet the needs of all age groups on a year-round basis.

Modernizing the Nation's Highways. New York 22: Committee for Economic Development (CED), 444 Madison Avenue. 1956. 40 pp. Free. This new statement, the result of a year's study by CED Committees, makes a number of recommendations regarding such complex and controversial questions as "How should responsibility for highway improvement be divided among the various levels of government? How should the costs of highway construction be divided between the general taxpayer and the highway user? Should governmental bodies borrow to meet highway construction costs?"

NAFTA Directory. Washington 6, D. C.: National Education Association. 1955. 256 pp. \$1. This directory is both a record of growth and a tool for

leaders of FTA organizations. It lists the resource leaders in each state and the name and address of each state educational association followed by the state officers. Included also is a list, by states, of colleges and university chapters and high-school clubs in good standing as of June 30, 1955. Also available from the same source is the Manual for FTA Clubs in High Schools (64 pp. \$1.).

NATO—Its Development and Significance. Washington 25, D. C.: International Co-operation Administration. 1955. 32 pp. Free. Discusses America's interest in the North Atlantic Treaty, the origin of the Treaty, the purposes, activities, organization of NATO, our contributions to NATO, its accomplishments, and its future.

NEA of the United States. Washington 6, D. C.: National Education Association. 1955. 12 pp. Free. Some basic facts about America's largest professional association which now enrolls a majority of the teaching profession.

NEUBERGER, R. L. Our Natural Resources and Their Conservation. New York 16: Public Affairs Committee, 22 E. 38th Street. 1955. 32 pp. 25c. The United States probably possesses sufficient resources to last for many generations, Senator Neuberger states, but we retain far fewer of most resources than our forefathers found on this continent. And we must remember that "these resources are not ours alone. They also belong to the men, women, and children who will come after us." He points out, however, that "other countries were once mighty—until their resources were heedlessly stripped away." We, too, "could use up most of our resources and leave future generations comparatizely destitute." Senator Neuberger discusses in turn the threats to our resources of timber, water supply, oil, iron ore, water power, uranium, wildlife, air, and recreational opportunities. He finds, in each instance, opportunities for prudent conservation practices.

NEUBERGER, R. L. The Tyranny of Guilt by Association. New York 3: The Sidney Hillman Foundation, 15 Union Square West. 1955. 12 pp. Free. Senator Neuberger attacks the current acceptance of guilt by association, particularly in the security programs of the Federal government. He points out that guilt by association not only violates our heritage of individual liberty, but also works harm on both the individual and the nation.

New Approaches. Chicago 11: National School Board Association, 450 East Ohio Street. 1955. 32 pp. Free. A report on a symposium of the Associa-

tion on the problems of public education.

1955 Supplement, National Tape Recording Catalog. Washington 6, D. C.: NEA Department of Audio-Visual Instruction. 1955. 28 pp. 25c. An annotated, subject index list of tape recordings with information as to running time and availability. Also available from the same source is Directory of Graduate Programs for the Professional Education of Audio-Visual Supervisors, Directors, and Building Co-ordinators. (32 pp. 50c).

OGG, ELIZABETH. Psychologists in Action. New York 16: Public Affairs Committee, 22 East 38th Street. 1955. 32 pp. 25c. "Wherever there are people, there are problems which the psychologist can help clarify and solve," declares the author in introducing the broad areas covered by the science. "The psychologist may apply his skills to personnel work in industry, to educational situations, to vocational guidance, to improving child-teacher and child-parent relations or race relations, to public opinion polling, or to the problems of emotionally dis-

turbed people. Psychologists would be the last to claim to know the answers to all the problems of human behavior," the author points out. "But they are confident that in the method of science they have a powerful weapon for seeking the answers." As an example of the way psychologists use tests and other techniques in tackling a problem, the pamphlet cites the experience of the Air Force in selecting pilots in World War II.

The People Take the Lead. New York 16: The American Jewish Committee, 386 Fourth Avenue. 1955. 40 pp. 12c. Takes a long look at significant, civil rights developments during the past year, eliminating some of the less important developments of earlier years. It also gives considerable space to developments resulting from the far-reaching decision of the U. S. Supreme Court banning segregation in the public schools and to other recent decisions by the Supreme Court outlawing the "separate but equal" doctrine.

Also available from the same source is Your Rights Under State and Local Fair Employment Practice Laws. (1955. 32 pp. 10c.) This pamphlet takes note of the increase in laws against discrimination. It brings the state laws up to 15 from 12, two years ago, and the city and town ordinances from 28 to 36. It includes detailed analyses of the three state laws passed in 1955—Michigan, Minnesota, and Pennsylvania. The Pennsylvania law was passed only a short time ago and this is probably the first detailed analysis of this law to appear in print. As in earlier years this pamphlet, which is in reality a primer spelling out the American citizen's rights to equal opportunity in employment regardless of race, religion, or national origin, is popular in labor circles.

duPONT, H. B. Technology and the Liberal Arts. Wilmington, Delaware: E. I. duPont De Nemours and Company. 1955. 15 pp. Free. The text of a talk by a vice-president of the DuPont Company.

Presenting National Educational Television. Ann Arbor, Michigan: Educational Television and Radio Center, 1601 Washtenaw Ave. 1956. 16 pp. Free. Describes the program of the center, its coverage, and representative programs, also lists 53 programs, showing length of each program in minutes and the name of the producer or distributor.

Public Relations Journey. Washington 6, D. C.: National School Public Relations Association of the NEA. 1955. 48 pp. The annual report showing trends of the association, its publications and services, advisory panels, convention and conferences and seminars held, finance, and constitution.

Publications of Birk and Company and Company, Inc., 270 Park Avenue, New York 17. 1955. 12c plus postage for order of 20 or more copies:

Back Talk. 16 pp. Cartoons and texts about care in lifting, carrying, pushing, and pulling around the home. Illustrated in color.

FISHER, R. M. Talk About the Weather. 16 pp. Presents an understanding of weather habits. Illustrated in color.

HEILSBRONER, R. L. All Kinds of Money. 24 pp. An explanation of our country's credit system.

The Story of the Economists. 24 pp. An introduction to the key economists and to our crucial economic problems.

STERN, P. VAN D. How To Be an Expert Driver. 16 pp. Based on a series of tape-recorded interviews with experts.

Publications of Congress of Industrial Organizations. 718 Jackson Place, N. W., Washington 6, D. C.:

Build Democracy in the Classroom. 1955. 16 pp. 15c. The brief presented before the Supreme Court of the United States on racial segregation.

"Right-to-Work" Laws-Low Wage Scheme." 1955. 8 pp. 15c. Contends such laws are anti-labor legislation.

"Right-to-Work" Laws—Slick Anti-Labor Weapon. 1955. 8 pp. 15c. Contends such laws are anti-labor legislation.

What's Behind the Drive for "Right-to-Work" Laws? 1955. 32 pp. 15c. The CIO's reaction to such laws.

Report of Montana "White House" Conferences on Education. Helena: Montana State Department of Education. 1955. 51 pp. Includes the various conference reports and the names of those attending.

RICKOVER, T. G. Nuclear Power and the Navy. Washington 6, D. C.: Navy League of the United States, The Mills Building. 1955. 14 pp. Free. Discusses the promises and problems of nuclear power for the Navy and tells about the Nautilus.

ROTHNEY, J. W. M. Evaluating and Reporting Pupil Progress. Washington 25, D. C.: Department of Classroom Teachers of the NEA. 1955. 36 pp. 25c. This is what research says on this subject.

SCHWARTZ, PAUL, editor. Folk Dance Guide. New York 3: Paul Schwartz, P. O. Box 342, Cooper Station, 93 Fourth Avenue. 1955. 28 pp. \$1. Discusses folk dance in the United States; includes quotations on the dance from great thinkers; a national directory of dance instruction groups; a calendar of annual folk dance events; a selected bibliography of books, master's theses, and doctoral dissertitions, and articles; and a list of current periodicals devoted to the folk dance.

SELDEN, JR., W. H. Equipment and Lay Out for Business Departments in Pennsylvania Public Schools. Harrisburg: Pennsylvania State Department of Public Institutions, Box 911. 1955. 34 pp. 25c. Designed to assist school administrators and business teachers in developing a functional business department.

SHOSTECK, ROBERT. What To Read Guide, 2nd edition. Washington 5, D. C.: B'nai B'rith Vocational Service Bureau, 1129 Vermont Avenue, N. W. 1956. 180 pp. \$2. This book embodies a complete guide to current literature on 400 leading job fields. It consists of 116 different reading lists, perforated for easy tear-out. The two to six duplicate lists for each field enable the counselor, librarian, or teacher to give each student an individual reading list for the job field that interests him. The lists are conveniently arranged and coded according to the Dictionary of Occupational Titles, and an index of 430 titles aids in finding the right list quickly. Only books and pamphlets issued between 1950 and 1955 are included in the Guide.

The Spelling Program—Grades 7, 8, and 9. Albany: Bureau of Secondary Curriculum Development, New York State Educational Department 1954. 27 pp. Discusses the spelling program, its needs, suggested methods of instruction, and includes various lists of words, including technical vocabularies. The department also has a 16-page pamphlet, Our Daily Words, for grades two to six—arranged by grades.

STRAUSS, L. L., and H. G. RICKOVER. Freedom's Need for the Trained Man. West Orange, N. J.: Thomas Alva Edison Foundation, Inc., Main Street and Lakeside Avenue. 1955. 24 pp. Free. Two addresses given at the Sixth Institute of the Foundation on "The Growing Shortage of Scientists and Engineers" held last fall.

The Team Approach in Pupil Personnel Services. Hartford: Conn. State Department of Education. 1955. 40 pp. A report dealing with the role of school social workers, school psychologists, and school counselors.

They Will Read Literature. Champaign, Illinois: National Council of Teachers of English, 704 S. 6th Street. 1955. 14 reprints. Articles dealing with literature in the high school which appeared in issues of The English Journal. A portfolio of tested secondary-school procedures.

Thirty Years of Service. New York:: Trans World Airlines, Inc. 1955. 60 pp. Relates the history of the TWA—its participation in world events and its potential for the future.

TOMPKINS, ELLSWORTH, and M. C. RICE. Clerical and Custodial Staff in Public Secondary Day Schools. Washington 25, D. C.: Superintendent of Documents. 1955. 89 pp. 55c. Presents current practice on assignment of clerks and custodians by size and type of school and size of place.

Under the Dome. Washington 6, D. C.: Chamber of Commerce of the United States, 1615 H Street N. W. 1955. 21 pp. 25c. A concise, objective account of how Congress is organized and functions; designed to assist the average citizen to better understand the national legislature. Available from the National Chamber of Commerce of the United States or through its local chambers of commerce.

The Vice-Presidency. New York: Columbia Broadcasting System, Inc. 1955. 24 pp. Free. On October 26, 1955, See It Now examined the traditional methods of selecting the Vice President of the United States, in an hour-long television program produced by Edward R. Murrow and Fred W. Friendly over the CBS Television Network. In view of the public response to this broadcast as well as the importance of this office in the administration of the Federal government, the complete text of The Vice-Presidency is available.

WAGNER, L. E. What Are Economic Problems? Iowa City: Bureau of Business and Economic Research, State University of Iowa. 1955. 25 pp. Sets forth basic factual information about the nation's economy and provides a frame of reference.

WILLIS, B. C. Teaching Guide for the Social Studies. Chicago: Board of Education, Office of Superintendent. 1955. 80 pp. Outlines a teaching-learning program based on systematic studies of citizenship experiences of daily living, covers the pre-school through junior college curriculum of general education; co-ordinated with the programs of other subject fields; and directly relates the extraclass, home, and community learning experience to the classwork of the pupils.

WOLGAMOT, I. H. and L. J. FINCHER. Bread... Facts for Consumer Education. Washington 25, D. C.: Superintendent of Documents. 1955. 24 pp. 15c. This is the sixth of a series of bulletins providing source materials on foods prepared by the United States Department of Agriculture. The others in the series are Tomatoes, Peaches, Beef, Pork, and Milk.

Writing—the Second R. Cincinnati: Superintendent of Schools. 1955. 40 pp. The superintendent annual report for 1954-55. Describes a major function of the instructional program—the program of written expression—and discusses characteristic goals and teaching methods at the various instructional levels and philosophy behind these goals and methods.

Wrong, D. H. American and Canadian Viewpoints. Washington 6, D. C.: American Council on Education, 1785 Mass. Avenue. 1955. 68 pp. \$1. Presents some of the main conclusions of scholars who have studied the national value systems of Americans and Canadians.

YOUNG, JOSEPH. Federal Employees 1956 Almanac. Washington 4, D. C.: Federal Employees' News Digest, P. O. Box 689. 1956. 112 pp. 75c. An annual up-to-date single volume which gives information about Federal jobs, civil service, Federal legislation involving Federal employees, etc. In addition, the Federal Employees' Digest publishes a weekly magazine. This is an independent publication.

Federal Employees' News Digest is an independent weekly publication of U. S. government employees' news published in Washington, D. C. It is designed to keep government workers informed with all the news concerning them and their working benefits. All the action in Congress as well as the executive branch of government which affects Federal workers and their jobs is reported in detail each week. Subscription rates are \$5 per year (50 issues).

ZIMAND, G. F. Child Labor vs. Work Experience. New York 16: National Child Labor Committee, 419-4th Ave. 1955. 20 pp. The annual report of the general secretary of the committee.

# News Notes

WHY TEACHERS LEAVE—Thirty-eight states (Table 5) have reported estimates of the number of teachers leaving the profession in their states in 1954-55 and in 1955-56. The total of about 83,000 in 1955-56 indicates a turnover of about 9.3 per cent of the instructional staffs in those states. The "turnover" does not mean a complete loss to the profession since, on the average for the 32 states reporting reasons for leaving, 20 per cent left to go to other states where presumably a majority will continue teaching. Therefore, it is estimated for the nation as a whole that the total furnover is about 105,000; of these, about 84,000 drop out of teaching.

For the 32 states, nearly 1 in 3 teachers left because of marriage and family reasons, 14 per cent retired for age or disability, 20 per cent went to other states, 14 per cent entered other types of employment, and 21 per cent left for miscellaneous reasons. It is a safe estimate that at least 1 in 4 left his position because of a desire to improve his economic status in teaching (that is, 15 per cent of those going to other states and 10 per cent of the miscellaneous).

The foregoing summary and detailed reports for other years since 1950-51 suggest an adverse trend in the supply situation. Conditions appear to have

become less satisfactory in rural elementary schools. In the early 1940's the shortage of teachers first became acute in rural schools because the urban places, with their higher salaries, were able to draw off teachers from the small towns and open country. It may be that history is repeating itself. Apparently the supply of urban elementary-school teachers has not improved in some states. The secondary level in urban schools is showing some evidence of the increasing weight of mounting enrolments.—From Advance Estimates of Public Elementary and Secondary Schools for the school year 1955-56, prepared by Research Division, National Education Association of the United States.

PERSONAL GROWTH LEAFLETS TRANSFERRED TO SENIOR CITIZENS OF AMERICA—Personal Growth Leaflets published under the Hugh Birch-Horace Mann Fund during the past 15 years and distributed through the National Education Association have been transferred to Senior Citizens of America under arrangements worked out between the organizations. These famous leaflets, of which 40 million have been distributed around the world, were developed under the trustee and editorship of Joy Elmer Morgan, who was editor of the NEA Journal from its founding in 1920 to his retirement in 1954. Dr. Morgan is now president of Senior Citizens of America—a rapidly growing non-profit organization serving persons over 40 years of age in all walks of life. He is also editor of its magazine, Senior Citizen, and will continue to give the Birch Fund publications his personal care.

These include, in addition to the Personal Growth Leaflets, a number of popular books, among which are: They Saw Gandhi by J. S. Hoyland; Lincoln, the Greatest Man of the Nineteenth Century by Charles R. Brown. There are over a hundred great titles in the personal growth series which is widely used in the FTA movement founded by Dr. Morgan. The series will now include Poems To Live By and So You're Over 40!, first published by SCA. A free copy of So You're Over 40! will be sent on request to Senior Citizens of America, 1129

Vermont Avenue, N. W., Washington 5, D. C.

ASSEMBLY PROGRAMS, ETC.—The spring of 1937 saw an organization started in Utica, New York, known as *Program Associates*. The organizers felt that there was a field for supplying speakers, carefully screened and auditioned, to address various groups, especially educational meetings. They had no idea of persuing the activities beyond a two hundred mile area from their home office. However, their associates and the service rendered seemed to please their clients and the business grew rapidly—first into Pennsylvania, then to New Jersey and New England, to the South and the Mid-West, and even to the Pacific area.

This year Program Associates have sent their speakers to practically every state in the union; also to Canada, Mexico, and Alaska. Their clients number many of the most representative industrial, fraternal, social, and service organizations—but a large percentage of their services have always been to educational groups.

Campbell E. Hodges, Director, and Richard S. Kidney, Assistant Director, have taken special interest in the field of education; supplying the needs of local, county, and state teachers meetings—college convocations, school and college commencements, Parent Teachers Organizations, etc. Their list of speakers includes many of the best known lecturers in the field of education, such as Ethel J. Alpenfels, John H. Furbay, Cameron Ralston, Harold C. Kessinger, Wesley

N. Haines, Imre Kovacs, Philip Lovejoy, Orlo M. Brees, Charles C. Noble, Robert Kazmayer, Bithia J. Whitney, Virgil M. Rogers, John Fisher, M. Eunice Hilton, and Harrison Wood. For further information write to: Programs Associates, Inc., First National Bank Building, Utica, N. Y.

WOODROW WILSON CENTENNIAL CELEBRATION COMMISSION—The Congress of the United States has established this Commission to assure appropriate observance of the centennial of the birth of Woodrow Wilson during 1956. The Commission has asked school people for co-operation in assuring the widest possible participation in the events of this year dedicated to the twenty-eighth president of the United States. The Centennial offers a logical opportunity to review and reassess his contribution to the development of our nation and to bring about a wider understanding of Wilsonian principles of international relations fundamental to enduring peace.

The great scope of universal accomplishments have sometimes obscured in history the far-reaching domestic legislation achieved during his presidency; such as tariff revision, establishment of the Federal Reserve banking system, the Federal Trade Commission, and the anti-trust law prohibiting interlocking directorates and exempting labor unions from application of the anti-trust

laws.

The only man in out history to come to the Presidency by the way of the educational route, Wilson had a profound influence on education in this country. The now standard practice of "major" courses and the widely used preceptorial system were both Wilson reforms, established while he was president of Princeton. Results of his efforts toward deepening the intellectual stimulus of university life and democratic equality of association are still widely felt in our universities and schools.

World statesman; president who gave our country a rare kind of democratic leadership; educator in the tradition of Plato and Aristotle—Wilson also belongs to that small group of our leaders whose religious life and influence far transcended the formal and conventional. His speeches and writings on the Bible and the individual's place in the church are now all the more vivid in the light of several decades' history.

The Commission stands ready to assist in whatever manner possible. It has several brochures now available. These are The Story of Woodrow Wilson by David Loth (48 pages) and a 12 page folder announcing the celebration of the Centennial of Woodrow Wilson, 1856-1956. Also available are four 8 page discussion guides—Woodrow Wilson, Educator; Woodrow Wilson, Man of Religion; Woodrow Wilson, President; and Woodrow Wilson, World Statesman. Copies may be secured free by writing: The Woodrow Wilson Foundation, 45 East 65th Street., New York 21, N. Y.

THIS IS JAMAICA HIGH SCHOOL—Louis A. Schuker, principal of the Jamaica High School of Jamaica, N. Y. has recently prepared an 8-page booklet for parents of his school. In it he answers 21 questions that have frequently been asked about the practices in this school. His local Parent Teachers Association paid for the publication. The booklet was prepared to familiarize the parents with the administrative routine of the school and to help the students to adjust to school life at Jamaica. We are informed that if principals would like a copy, there are some available for distribution by writing to Mr. Schuker, Principal of Jamaica High School, 168th St. and Gothic Drive, Jamaica 32, N. Y.

MICRO-PROJECTOR FOR SCIENCE CLASSES—Teaching microscop use and the study of microscopic specimens can now be done at low cost with the aid of a new micro-projector. Developed by the Bausch and Lomb Optical Co., Rochester, N. Y., the Tri-Simplex Micro-Projector is designed for schools with low budgets. It will permit science instructors quickly to introduce groups of students to microscope specimens by screen projection. Microscopes can then be used for individual study. Teacher or pupil can easily use the micro-projector in any of three different ways: (1) projecting microscope slides onto a wall screen; (2) projecting images of living micro-organisms in liquid onto a wall screen; and (3) projecting images for tabletop tracing.

The instrument will speed science instruction by permitting teachers to discuss microscopic specimens while they are being viewed simultaneously by all students. Three microscope objectives can be mounted in a single objective carrier on the micro-projector, permitting rapid changes in the magnification of the specimen. A high-power tube is also included for more detailed examination of slides. An unusual feature of the Tri-Simplex Projector is its ability to project live specimens in liquid. Used in the horizontal position for this function, a mirror then directs the image to the wall screen. Specimens are protected from heat of the 100 watt lamp by an efficient heat absorbing glass.

B&L provides the science teacher with complete instructions for effective slide presentations, in addition to an operating manual. The 16-pound instrument is made to disassemble easily for storage purposes. Price of the Tri-Simplex Micro-Projector with one microscope objective is \$150. Additional objectives are priced at \$12. each.

THE FIGHT AGAINST POLIO—In the fight against polio, 1955 was a year to remember, a year when a 12-month study of the Salk vaccine ended and showed that the vaccine was safe, potent, and effective; a year when about 7,000,000 children received vaccine provided by the March of Dimes and an estimated 3,000,000 more received vaccine through other sources. But it was a year of problem as well as success. It was a year when vaccine from one manufacturer was found to contain live virus, when an unprecedented reappraisal of safety tests was accomplished—a year when apparently serious difficulties in manufacture were met so successfully that production is now routine and the day of universal vaccination against polio now foreseeable.

It was a year when the thankfulness of parents that a successful vaccine had been found was matched by the fears of those where polio raged. For it was impossible to vaccinate all children in 1955 and polio was far from conquered. It struck in Boston, Mass., and spread in concentric waves throughout the state. By Dec. 10, the toll was 3,893 cases—more than three times as many as in 1954, and six times as many as the average of recent years. In this and other epidemics, March of Dimes funds provided emergency aid. It took millions of dollars to bring care to those who needed it, and everywhere the doctors and nurses and parents who viewed polio as it is, in the wounded bodies of children, realized that the way to fight it is to prevent it.

And Massachusetts' was only one epidemic. Polio struck hard in Wisconsin. It hit 2,492 men, women and children—four times as many as in 1954. It struck in Oregon when the chill of winter was beginning and people thought polio was over for the year. The National Foundation for Infantile Paralysis rushed

iron lungs and other equipment to emergency areas—2,624 pieces of apparatus to help repair the damage caused by a virus so small a million would reach one inch. Into Massachusetts and Wisconsin alone, the National Foundation made

emergency shipments of 248 iron lungs.

Basil O'Connor, president of the March of Dimes organization, said, "As 1955 ends we are interested in looking forward and in planning to use what we have learned in the past to carry on the fight against polio. "We certainly have learned that the American people, by joining with their scientists in a voluntary partnership, can take a baffling disease and defeat it. The defeat of polio has not come, but we know, as we knew when the effectiveness of the Salk vaccine was established, that polio will be beaten, finally and irrevocably. Every child who receives vaccine brings us closer to that victory. Every iron-lung patient, who is taught how to breathe without that lung, and who is returned home, represents an advance toward our goal. Figures now being accumulated regarding the effectiveness of the Salk vaccine in 1955 confirm what those of us at the National Foundation have known all along: that when the experts announced last April that the vaccine was safe and effective, they meant precisely what they said."

NINE-MONTHS' STUDY IN SCANDINAVIAN COUNTRIES FOR \$800, PLUS TRAVEL—Early applications and reservations for study in the Scandinavian countries are advised by Aage Rosendal Nielsen, executive director of the Scandinavian Seminar for Cultural Studies, 127 East 73 St., New York 21, N. Y. A larger number of students than ever before has expressed interest in the 1956-57 Seminar which includes nine months of study for a special fee of \$800, including tuition, board, and room, plus travel. The non-profit making institution offers studies in Denmark, Norway, or Sweden and 38 American students are now entered in 17 different folk schools. This is the Scandinavian Seminar's seventh year.

The students take part in five weeks of orientation courses, live with families for six weeks, and then attend the folk schools which are residential colleges where the principal emphasis is on the study of the humanities. Dr. Paul Scheid, professor of education at Oberlin College, Ohio, is the academic adviser to the program in the Scandinavian countries. Juniors are now being admitted for full credit. Most students are in the graduate program.

Students acquire a knowledge of Scandinavian languages and culture and may carry out research in their particular fields of interest. Among the study projects available are: adult education, physical education, teaching, labor relations, agriculture, the co-operatives, government, music, arts and crafts, the social sciences, history, and literature. The folk schools were started in 1844 by Grundtvig, Denmark's internationally famous educator.

Estimate for the nine-month Seminar including fee of \$800, trans-Atlantic travel from New York to Copenhagen and return, and field trips in Scandinavia is approximately \$1,350. For complete information write to Mr. Nielsen at Benn Hall Associates, 47 E. 61 St., New York 21, N. Y.

GRANTS FOR IMPROVING TEACHING—A fund of more than \$900,000 for grants to over 100 universities and colleges in its annual program of aid to education was announced by the Du Pont Company. This support, which is for the next academic year, is a substantial increase over the \$800,000 in gifts made for this year. All of the increase and nearly half of the entire new program are

for the improvement of teaching in colleges and universities and in high schools. The grants will support science and mathematics as well as other subjects.

The growth as well as the change in emphasis in the company's effort reflects the changing needs of the schools. At the same time, grants for fellowships in science, which once made up the entire program, and for fundamental research are being continued. "In the face of increasing population at all levels, a paramount problem is to maintain the quality of teaching and at the same time develop enough teachers," Crawford H. Greenewalt, president of the Du Pont Company, said. "We hope our program will encourage more young men and women to go into teaching. "In large part, our grants are intended to advance the teaching of science and mathematics. These subjects are a vital part of liberal arts education as well as fundamental to the education of scientists and engineers. Moreover, the laboratory sciences are the most expensive to teach of all the basic courses in the colleges and universities."

The fund for aid to teaching totals \$445,000, including \$200,000 to aid undergraduate teaching in 50 privately supported colleges. Of this amount, \$125,000 is for advancing the teaching of chemistry, supplemented by \$75,000 to strengthen the teaching of other subjects important in the education of scientists and engineers. The grants for teaching chemistry have been in effect this year and are being renewed for next year. The supplementary grants are being given for the first time.

The company's program for the advanced training of high-school teachers of science and mathematics is nearly doubled. Grants totaling \$130,000 are provided for fellowships for active and prospective teachers for summer sessions and the next academic year. The company announced the award of 134 teachers' fellowships to eight institutions for the coming summer and 22 fellowships to nine institutions for the academic year. Purpose of this is to help in-service teachers advance themselves and to encourage students in the universities to go into the teaching profession.

NATIONAL SUNDAY SCHOOL WEEK—The Laymen's National Committee, Inc. announces the twelfth annual observance of National Sunday School Week, to be April 9 through 15, 1956. Again the time has come to pay tribute to an all important occasion, National Sunday School Week, dedicated to the religious education of our youth and a period set aside to help with the problems of tomorrow's world-problems that may be more complex than those we face today. We can help in the development of tomorrow's leaders by reawakening religious principles in our youth, that they may be prepared for their adult decisions yet ahead. This year's theme will be: Sunday School: The Guide To a Better World. Free materials including posters, programs, radio talks, and news releases, may be had upon request from the Laymen's National Committee, Inc., Hotel Manager Vanderbilt, New York 16, N. Y.

APGA CONVENTION SET FOR WASHINGTON, MARCH 25-29, 1956—The American Personnel and Guidance Association will hold its annual convention in Washington, D. C., on March 25 through 29, 1956—the time of the city's world-famous Cherry Blossom Festival. Keynote of the convention is "Guidance and National Policy," and the keynote speaker will be Dr. Harold Benjamine, Chairman of the Division of Social Foundations of Education, at George Peabody College for Teachers in Nashville, Tennessee. Another highlight of the convention will be a luncheon address by Secretary of Labor James P. Mitchell.

His topic will be "Vocational Guidance and Skills of the Work Force." Other top government officials also are scheduled during the five-day convention.

All persons in the fields of guidance personnel are welcome to attend the convention; they need not be members of APGA. Aside from the stimulating session, special day-time and night-time tours of the Nation's Capitol have been arranged for convention-goers. Included will be the spectacular cherry blossom display that lasts for only a few days each year. Further information may be obtained by writing D. Arthur Hitchcock, Executive Secretary, APGA, 1534 O St., N. W., Washington 5, D. C.

CASH AWARDS OFFERED TO SCIENCE TEACHERS—The National Science Teachers Association has been given a field investigation grant by the National Cancer Institute of the National Institutes of Health, U. S. Department of Health, Education, and Welfare. The grant is for the purpose of conducting a project aimed at increasing the effective, appropriate use of cancer information and educational materials in the teaching of high-school general science, biology, chemistry, and physics. Teachers of these high-school sciences are invited to submit teaching plans and outlines for achieving the educational goals of the project. Cash awards will be given for those that are judged outstandingly good by a National Awards Committee. The best of these will then be published in a booklet which will be distributed widely among all science teachers.

Robert H. Carleton, Executive Secretary of the National Science Teachers Association will serve as project director. Secretary-editor of the project and the report will be Abraham Raskin, Professor of Physiology and Co-ordinator of the Sciences at Hunter College, New York City. Additional information, entry forms, and resource materials may be obtained from the National Science Teachers Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

CO-OPERATIVE HOMEMAKING PROGRAMS—Teachers have recently reported some interesting experiments in co-operative planning of homemaking programs. At Moapa Valley High School, each of Mrs. Fern Reeve's classes invited their mothers to school to assist in planning the year's program. Several of these planning sessions took place during the regular school day, but the Homemaking II girls and their mothers met in the evening. In addition to contributing suggestions for class work, the mothers also got acquainted with the equipment in the department and the homemaking library.

At Boulder City, the two sections in family relations each invited community members representing different fields and backgrounds to come to class to participate in panel discussions on what should be included in the course. Mrs. Mary Eaton, vocational homemaking teacher, reported that because these respected community members gave the advice, it was much easier for the group to set up their goals and objectives for the year. Each class had a different group of people participate.—The Vocational Reflector, Carson City, Nevada.

FRIENDS COMMITTEE ON NATION LEGISLATION—The Staff of the FCNL has prepared A Political Action Handbook, (16 pp. 10c) for which there has been great demand. The FCNL also began a new service shortly after Congress convened in January. The staff in Washington is anxious to learn of people who are interested enough in a particular subject to take affirmative action when the need arises. It is, therefore, expanding its services to include "Action Sheets" in each of six major areas: American Indians, Civil Liberties,

Race Relations, Immigration and Refugees, Militarism and Disarmament, and United States Foreign Policy-United Nations Affairs. The primary aim of these "Action Sheets" is to encourage action on issues before Congress by writing or calling representatives in Washington, by stimulating discussion on current and important legislative issues in the community, the home-town newspaper, the clubs and organizations to which these persons belong, and any other action they might deem appropriate. "Action Sheets" will be issued irregularly as the need arises, primarily during the legislative year—normally January to August. They will not be published as frequently as the UMT "Action Sheets" unless a period of intensive legislative activity on one of the subjects happens.

The cost of this service is free to Newsletter subscribers. The increased cost in staff time, printing, and postage must be borne by an increase in contributions to the FCNL. The Washington Newsletter is issued monthly at the rate of \$2 a year. For further information write to: Friends Committee on National

Legislation, 104 C St., N. E., Washington 2, D. C.

PRESENT DAY NEEDS—If America's predicted living standard is to raise 50 per cent by 1956, we must have an expansion in the number of people entering the teaching profession, dynamic salesmanship, and stimulation in the field of creative engineering. These three points were stressed by Joseph A. Anderson, general manager of AC Spark Plug Division of General Motors, in an address before the University of Minnesota Institute of Technology Alumni Association. Anderson was the principal speaker at the Association's seventeenth annual dinner meeting.

"The teaching profession is the basis of our economy," said Anderson, "because it determines the capabilities of our young people. Presently our need for teachers is most critical in the science and engineering areas." Related to selling, the AC general manager had this to say, "The importance of selling as a stimulant to improved living is obvious. Our economy depends on getting people to use their purchasing power. We need to encourage more young people to consider sales as a career."

GUIDANCE INSTITUTE—Sixteen Southern Nevada counselors, administrators, and classroom teachers participated in the recent in-service-development sessions at Las Vegas High School. The entire guidance staffs of Las Vegas and Rancho High Schools were enrolled. The initial discussions centered around the sociological and psychological concepts underlying the guidance point of view. Later sessions were devoted to the discussions of the services of the guidance program. The objectives of the institute were: (1) to develop a basic understanding of the concepts and principals underlying the guidance point of view; and (2) to study the scope of the guidance services and their relationship to the total educational program. Miss Ulis Newton, Director of Guidance, Las Vegas High School, arranged the program. Marvin A. Creech, State Supervisor, Guidance Services, was the leader.

MANUFACTURERS SUPPORT DRIVER EDUCATION—Two automobile manufacturers have announced plans designed to assist dealers who wish to loan cars to high schools for driver education purposes. The Ford Division of Ford Motor Company offers a two-point program. It includes a discount for dealers on cars loaned to schools, each car being equipped with the manufacturer's safety devices. Offered at the same time is a list of materials, including films and booklets on accident research.

Through an offer made by Chrysler Corporation, dealers will receive a special payment of \$125 for every car loaned for driver education. The plan, which goes into effect immediately, involves all divisions of the corporation—Plymouth, Dodge, De-Soto, and Chrysler—each division administering the program with its dealers. The special payment will be made to any dealer as soon as he reports the loan of a new car to a high school or board of education.

Financial assistance to dealers is made by manufacturers to help defray costs in providing cars—installing special equipment, reconditioning cars when returned, and absorbing depreciation. Ford and Chrysler are the second and third companies, respectively, to announce such plans. General Motors Corporation

announced its plan earlier this year .- Action for Safety.

TOURIST TRAINING SESSIONS—Recognizing that the tourist industry is big business and one that should be fostered, the distributive education division plans to co-operate with the Department of Economic Development in the organization of tourist training sessions throughout the state. It is not enough to attract tourists to the state; communities need to go all-out to make them welcome and give good service. The purpose of these schools is to help all people who deal with the touring public—employees of restaurants, hotels, motels, service stations, clubs, and stores—to encourage visitors to stay another day. They will be provided with information regarding what tourists are looking for, what they expect, and how to meet tourist needs.—The Vocational Reflector, Carson City, Nevada.

ARTICLES OF INTEREST TO SECONDARY-SCHOOL PRINCIPALS.

—"Schools' Future Takes Shape This Month" by the staff of Nations Business, in Nation's Business, November 1955, pp. 36—39, 70, 72; "Community Control of Teacher Behavior," by Beeman N. Phillips, The Journal of Teacher Education, December 1955, pp. 293-300; "Medical Center Initiates Athletic Safety Program" by Donald M. Rosenberger, The Nation's Schools, January 1956, pp. 56-57; "Merit Rating—How and by Whom" by Harry A. Fosdick, The Nation's Schools, January 1956, pp. 58-62; "Workshop for School Custodians" by J. Wilbur Wolf, The Nation's Schools, January 1956, pp. 104-108.

AN INSTITUTE ON READING—The 1955 Institute on Reading, sponsored by the Betts Reading Clinic of Haverford, Pennsylvania, was held at the Benjamin Franklin Hotel in Philadelphia, November 15-19, inclusive. The theme of the institute was "Basic Skills in Reading," with particular emphasis on the systematic development of skills in the classroom. On the first day, informal procedures for estimating achievement levels and specific needs were demonstrated, and on succeeding days, consultants, demonstrators, lecturers, and panel groups were concerned with three essentials of reading instruction: (1) interests, (2) phonics and related word perception and recognition skills, and (3) thinking and related aspects of comprehension.

On the final day, school programs which had been submitted by delegates for evaluation were discussed, and the use of informal reading inventories for estimating reading levels and specific needs was taught in a supervised laboratory session. On Friday, November 18, a banquet was held at the Benjamin Franklin Hotel, at which Bennett Cerf was the principal speaker. The annual award of the Betts Reading Clinic was presented that evening by Dr. Emmett A. Betts, Director of the Clinic, to the Junior League of Chattanoogo, Tennessee, for outstanding service in the field of reading instruction through its sponsor-

ship of the Junior League Reading Center. The next institute sponsored by the staff of the Betts Reading Clinic will be conducted at Concordia College, Moorehead, Minnesota, June 18-22, 1956, under the direction of Dr. Walther G. Prausnitz, Head of the English Department.

EDUCATORS TOLD MOST CLASSROOMS RETARD CHILDREN—American communities were warned recently that they are squandering their money building "obsolete new school buildings that hinder rather than help the school children." Dr. A. J. Foy Cross of New York University told some 100 educators, architects, and building specialists from New York, Pennsylvania, Connecticut, and New Jersey that thousands of grade-school children are paying for their education with "a steadily increasing number of vision, nutrition, and postural defects. Today, physical factors found in 90 and 95 per cent of the nation's classrooms are retarding the development of our youngsters," he said.

Dr. Darell Boyd Harmon, a consulting educationist from Austin, Texas, and nationally known for his studies of the effect of classroom environment said: "We must recognize that there are, in effect, two teachers in every classroom. One is the human teacher who plans a child's educational experience. The other is the combination of environmental forces, such as heating, lighting, sound, decoration, and seating; this 'teacher' is equally important to the child's development and learning."

Dr. Harmon said that he believes that a school room should be "co-ordinated" so that the physical factors provide a surrounding that meets the needs of the child. "Improper heating, for example, can distort the whole child," he said. "It can affect his bones, his muscles, his body structure, and his learning as he makes adjustments to feel comfortable." Dr. Cross cited two reasons for the backwardness of planning of schoolroom design in face of this mounting information. First is that we have lacked ways of integrating these findings into our educational planning. The second lies in the tenacious adherence by some educators and designers to antiquated practices best suited for the horse-and-buggy age rather than the age of atomic energy, electronics, and automation.

TRAINING IN EFFECTIVE LEADERSHIP—Our nation's need for practical, effective, and democratic leaders in all occupations is constantly on the increase. This need is being served by the work of the National Training Laboratories of the National Education Association through the announcement of its Tenth Annual Summer National Training Laboratory in Group Development to be held at Gould Academy, Bethel, Maine.

Whether in labor, industry, government, education, or civic groups, research indicates that effective leadership depends on face-to-face working relations in small groups. The two 3-week summer laboratory sessions at Gould Academy are devoted to the more effective development of human relations knowledge, insights, and research on the part of various professional and volunteer leaders. The dates of these two sessions are June 17-July 6 and July 22-August 10. This year, 250 persons will be chosen to attend—with 125 persons admitted to each of the sessions.

The purposes of this intensified training program are as follows: (1) To develop increased sensitivity to human relations situations; (2) To develop the ability to diagnose the causes of human relations problems; (3) To practice the problem-solving skills of an effective leader; (4) To study problems of inter-

group relations and organizational conflict; and (5) To plan for effective work in the community.

The program is under the co-ordination of Dr. Leland P. Bradford, the director of the National Training Laboratories, who, in making the announcement about this year's program, indicated that "special emphasis will be placed on ways of improving both intra-group and intergroup relations." It was also announced that a select group of 15 persons will be admitted to a separate program of training of trainers, which has been a special part of the work of the National Training Laboratories for the past three years. For full particulars write to Mrs. Aieleen Waldie, NTL, 1201 16th Street, N. W., Washington 6, D. C.

FELLOWSHIPS FOR HIGH-SCHOOL SCIENCE TEACHERS-A national competition for fellowships for high-school teachers of chemistry, physics, and biology throughout the United States to attend a special program at the Massachusetts Institute of Technology during the summer of 1956 has been announced by M. I. T. Dr. Ernest H. Huntress, Director of the M. I. T. Summer Session, announced that generous assistance from the Westinghouse Educational Foundation will make possible a total of eighty fellowships to help meet the costs

of attending a special program.

This year's fellowship winners will attend a six-week program of study at M. I. T. from July 2 through August 10. Designed by a special faculty committee, this program will provide a review of fundamental subject matter in physics, chemistry, and biology, and a survey of recent scientific developments not only in these fields but also in meteorology, geology, and aeronautical engineering. Time will be reserved during the program for informal conferences on teaching methods and for inspection trips to many laboratories at M. I. T. All instruction will be by M. I. T. faculty members with possible assistance from other educational groups in the Greater Boston area.

Applications for Westinghouse Fellowships for the 1956 Science Teacher's Program will be considered only from experienced high-school and preparatory school teachers of science who hold college degrees or who have had substantially equivalent training and background. Further information on the Science Teachers' Program and application blanks for the Westinghouse Fellowships may be obtained from the Summer Session Office, Room 7-103, Massachusetts Institute of Technology, Cambridge 39. All such applications must be filed by April 1, 1956.

CURRENT PROBLEMS IN HUMAN RELATIONS EDUCATION—This is a collection of statements and conclusions of some 300 of the foremost educators concerned with human relations education in the United States. It is published by the Anti-Defamation League. The 70-page booklet is based upon the proceedings of the National Conference on Human Relations Education held in 1955 in New York. The addresses and discussions centered around areas of primary concern, such as relations between education and intergroup understanding, desegregation of American public schools, religion in education, and teacher education for better human relations. The book is available from the Anti-Defamation League, 515 Madison Avenue, New York 22, New York, or any of its regional offices around the country. Its price is \$1.

THE HOW AND WHY OF REFERENCE TOOLS-Since 1927, teachers and librarians have found Find It Yourself (64 pp., 40c each, 10 or more copies @ 20 cents each;) an indispensable aid in teaching and how's and why's of reference tools and libraries. Like its predecessors, this fourth revised edition is designed to be used in the fifth through the ninth-grade levels. Its flexible organization, moreover, eighteenth to the mid-nineteenth centuries, including the intellectual background to the Romantic Movement; the theme of the Edinburgh School, arranged jointly by the Scottish Universities, will be the European Inheritance, with the opportunity of making a special study of history, literature, and philosophy.

A number of British universities have combined since 1948 to organize annually a special program of summer schools providing primarily for the needs of postgraduate students from the universities of America, Europe, and the British Commonwealth. About two thirds of the students have come from the United States: but a feature has been the opportunity to live in a university community with fellow students of similar interests for many nations. Twelve to twenty-five nationalities are usually represented at each course.

It is recognized that for many, one of the objects of a visit to Britain will be to meet British people. Special efforts will be made to include British studenthosts among the members of courses and to introduce overseas visitors to a British environment.

Although the number of places is restricted and the courses are intended mainly for postgraduate students, including teachers in universities and schools, applications are carefully considered from other with suitable qualifications, especially undergraduates in their last two yeears at a university.

The schools will last six weeks, and are recognized for credits at American universities and for grants under the GI Bill of Rights. An important aspect will be tutorial work in small groups, each under the supervision of a university tutor. Through working in these small tutorial groups, it is hoped to provide for the different requirements of more and less advanced students. For particulars of makes it possible for a teacher to use it as the basis of a separate course or to fit it into established classes This flexibility stems from the arrangement of the text into eight lessons dealing with books, dictionaries, general encyclopedias, classification and the card catalog, Readers Guide, special reference books, pamphlets and visual aids, and taking notes.

Self-teaching is facilitated by the "Pre-Test" which contains 50 questions. Students are requested to take this test before receiving any library instruction so that they can see for themselves the kind of training they need most in the use of library tools. The problems for each lesson are divided into two parts. The first is the "bibliography problem," planned to be used when a bibliography is to be prepared, and when the lessons are to be given consecutively as a library unit. The second part consists of a variety of problems in which there is some element of choice on the part of the pupil.

Full allowance is made for individual differences. In fact, as the authors state in their preface, "Each pupil with a copy of the pamphlet at hand can proceed by reading and observation to acquire the information outlined in each lesson at his own rate of speed."

SUMMER SCHOOL IN BRITISH UNIVERSITIES—For 1956 four summer schools are offered under a joint program at Oxford, Stratford-upon-Avon, and the two capital cities of London and Edinburgh. The program offers a choice of subjects and periods that may appropriately be studied at the Universities concerned. At Stratford-upon-Avon, the summer school will be on Shakespeare

and Elizabethan drama; at Oxford the subject will be literature, politics, and the arts in seventeenth-century England; in London it will be literature and art from the mid-other summer schools arranged by British universities and open to overseas students. Apply to The Monarary Secretary, Universities Council for Adult Education, Department of Extra-Mural Studies, The University, Bristol, 8.

FORD FOUNDATION GRANTS TO EDUCATIONAL TELEVISION—Three grants from the Ford Foundation totaling \$6,493,840 in support of educational television were announced jointly by Ralph Lowell, Chairman of the Board of the Educational Television and Radio Center and by Albert N. Jorgensen, Chairman of the Newly created joint Council on Educational Television. Lowell and Jorgensen termed the action a significant step toward strengthening and expanding the national educational television movement. Two of the grants, one of \$6,263,340 and the other for \$90,500, go to the Center, and the third grant of \$140,000 goes to the Joint Council on Educational Television. "These grants will aid materially in efforts directed at the co-ordination and expansion of educational television and will mean the wider and more effective utilization of the channels reserved for educational stations," the two officials declared.

The largest grant \$6,263,340 made to the Educational Television and Radio Center will cover major operating costs of the organization from 1957 through 1959, according to Center President H. K. Newburn. It will be possible with this support to accelerate the Center's program service to the educational television stations quantitatively, he said. By 1959 the Center will be able to distribute approximately double the five hours weekly of television programs which are now made available on film to the nation's educational stations. At the same time, the new funds will permit the expenditure of greater amounts per program, thus making it possible to improve materially the over-all quality of the program efforts.

The other two grants make possible the continuation of activities which have centered in Washington, D. C., and which have had as their major purpose the development of enlightened support among educators and laymen on a national basis. The first, totaling \$140,000 for the year 1956, was made to the Joint Council on Educational Television which from the beginning has done much to organize educators and others in support of educational television. This council, which will be more widely representative than the earlier organization, will continue to work toward the preservation and utilization of those channels reserved by the Federal Communications Commission for educational television and radio stations.

The third grant for \$90,000 also awarded to the Educational Television and Radio Center will be used to continue certain activities which for the past three years have been the responsibility of the staff of the National Citizens Committee for Educational Television.

For some time, it has been clear that certain citizens information services, which in the early stages of the movement were assigned to the Citizens Committee, now more naturally fall into the area of that organization which provides a national program service. This one-year grant provides for the orderly transfer of these essential activities to the Center. This organization along with the Joint Council will continue to provide information and other services to the National Citizens Committee and to its advisory council of 106 members.

RACE RELATIONS—The Race Relations Law Reporter, first legal reporting service in the nation devoted exclusively to this swiftly developing field of law began publication in February at Vanderbilt University in Nashville, Tennessee. Announcement of the new service was made by Dean John W. Wade of the Vanderbilt School of Law. The school is sponsoring the publication through a foundation grant.

The new professional magazine will publish decisions of courts, provisions of state constitutions, acts of state legislatures, ordinances of municipalities, opinions of attorneys-general, regulations of state departments of education, and rulings of local boards of education. A large part of the material presented will be concerned with segregation in the public school systems, The service also will report on similar matters in connection with transportation, recreation, and other areas where legal questions are presented.

The publication will be strictly objective. It will not editorialize, nor express opinions on the legality of particular plans or procedures in regard to segregation. Subscriptions will be offered at \$2 for the six issues a year. The magazine is designed primarily to provide educators, education administrators, attorneys, public officials, and others with basic legal materials beginning with the 1954 decision of the Supreme Court in the school segregation cases. Legal background articles and bibliographies will be included.

NOVEMBER FIRE LOSSES REPORTED—Estimated fire losses in the United States during November totaled \$68,784,000, the National Board of Fire Underwriters has reported. This loss represents an increase of 11.5 per cent over those reported for November 1954 and an increase of 17 per cent over losses for October 1955. Losses for the first eleven months of 1955 now total \$796,006,000, an increase of 1.1 per cent over those for the first eleven months of 1954.—Action for Safety.

FOREIGN STUDY FOR AMERICANS—Opportunities for foreign study in seventeen countries are listed in Foreign Study Grants, 1956-57, a pamphlet published by the Institute of International Education, 1 East 67th Street, New York City. Fellowships at the University of Ceylon and the Free University of Berlin, scholarships for summer study in Austria and England, study awards for artists, musicians and active labor union members are described in the 20-page booklet. Other awards administered by the Institute are also listed. These have been offered by universities, private groups, and governments in Europe, the Middle East, Asia, and Latin America. More detailed information on these grants is available from the Institute in New York or from its regional offices in Chicago, Denver, Houston, Los Angles, San Francisco, and Washington.

Earliest deadline for applications was January 15 for the two awards at the University of Ceylon and for one award for advanced study in Brazil. February 1 was the closing date for the French government awards and for the art and music fellowships offered by the Woolley Foundation. Closing dates of other competitions are in March, April, and May.

General eligibility requirements for the fellowships and scholarships, designed mainly for graduate students, are U. S. citizenship; proof of good academic record and capacity for independent study; good character, personality, and adaptability; and good health. Ability to read, write, and speak the language of the country of study is a requirement for most competitions.

For more than half a century Green Shorthand has been striding forward to become the ding shorthand system in the world and the Standard Shorthand System in the United States. moro The Greer achievement is due to every than the product itself.
Greer Shorthand has been supported by a corvice . . . a service of publishing with many facets. 1839 roduct d to provide quality training of inagazines. Two for and administrators . . . Education World and the Business Teacher. (formerly the Gregg Writer), leading magazine in the field. A complete series of qualifying tests and pins, medals) for shorthand, typewriting, problesping, and filing. More than a million into have taken part in this service activity. Professional teaching aids. Hundreds of special andbooks and manuals have been prepared and bout charge . . . teacher's handbooks that are teacher's methods bboks, as well. on specialists. A staff of experienced teachers ber-trainers who have made hundreds of talks, demonstrations, and workshop app n score than n-product product be as outstanding on Gragg Shorthand. Gregg Publishing Division W Book Compensy, Inc. STIRM THEOLOGY FUELTH

SCHOOLS REQUEST TV SHOW RETURNS-The Robert Montgomery TV program, which frequently uses script material of a serious health, social, or educational nature, has for the third time in a year created a demand for additional public showings that has moved the sponsor to issue extra kinescope prints. Educational institutions from all sections of the nation have requested prints of the show entitled, "See the Man," which was seen over NBC-TV, December 12. An original teleplay by Theodore and Mathilde Ferro, it concerned a young man who overcame his shame and embarrassment at being illiterate, and belatedly undertook to get the schooling that circumstances had forced him to abandon as a child. The Johnson Wax Company, which sponsored the show, arranged for the production of additional prints as the requests from institutions passed the 50 mark and kept going. The prints will be distributed for free showings through National Broadcasting Company, New York City. The two earlier programs that resulted in similar demands dealt with the problems of old age as handled by a New York institution, and with multiple sclerosis as approached at a clinic for children in Pennsylvania.

VISITING ASSOCIATESHIPS IN TEST DEVELOPMENT-The Educational Testing Service is offering two visiting associateships in test development for the summer of 1956, one in humanities and one in mathematics. The purpose of these associateships is to give interested members of the teaching profession an opportunity to become familiar with test construction procedures, to bring fresh points of view to the work of the test development division, and to give members of the test development division staff an opportunity to maintain contact with the problems and current practices in the schools. The associateships are for two months-July 2 to August 31, 1956. Each visiting associate will receive \$700 and reimbursement for round-trip transportation to and from Princeton, New Jersey. Following a brief orientation to Educational Testing Service, at Princeton, New Jersey, each visiting associate will be assigned to the section of the test development division which operates in his area of specialization. The visiting associate in humanities, working with the humanities section, will be concerned with a critical analysis of test specifications for testing attainment in humanities at the college-entrance level. He will also be concerned with evaluating existing materials in the area and with preparing new materials. The visiting associate in mathematics will be primarily concerned with surveying the adequacy of our coverage of mathematical objectives in our college-entrance and secondary-school tests. The associate will also participate in the writing and reviewing of test materials.

The visiting associate in humanities should have the equivalent of a Bachelor's degree in some area of the humanities, with knowledge and experience in related areas. He should have three or more years of teaching experience at the secondary-school or college freshman level. His teaching experience should be primarily in literature, though he will need some background in music and art. The visiting associate in mathematics should have at least a Bachelor's degree with a strong major in mathematics. He should have three or more years of secondary-school teaching experience in mathematics. A knowledge of curricular trends in mathematics and a creative approach to mathematics teaching are of major importance. In the consideration of applications for both positions, emphasis will be placed on academic scholarship and successful experience as a teacher. Individuals who are interested in the broad problems of educational

## PRENTICE-HALL BOOKS

### ADMINISTERING COMMUNITY EDUCATION

by ERNEST O. MELBY, New York University

Here is an authoritative new text that develops a concept of administration out of a basic understanding of some of the forces which influence today's schools—the challenge of world tension, the impact of mass media, the current dissatisfaction with public education.

The successful administrator is pictured as one who is familiar with dynamic, creative practices of management, human relations, and community development, and who puts this knowledge to practice in moulding a community which is education-centered, in which each member—layman, teacher, parent—has a creative role. Features include: timeliness, cohesiveness, and a straight-forward style.

325 pages

556" x 836"

Published 1955

#### STAFF PERSONNEL IN THE PUBLIC SCHOOLS

by WILLARD S. ELSBREE and E. EDMUND REUTTER, JR., Teachers College, Columbia University

Spotlighting current conditions, practices and trends, this new text provides a complete analysis of the problems faced by the professional staff in today's public schools. In concrete terms the authors show how the effectiveness of the public school staff can be increased through the development of sound personnel policies in the public school systems.

The book deals with such timely issues as salaries, academic freedom, and recruitment of personnel. It makes specific suggestions and recommendations both for present practice and for long-range planning. Other problems brought into sharp focus include teaching load tenure, leaves of absence, retirement, and legal status.

438 pages

556" x 836"

Published 1954

For approval copies write

PRENTICE-HALL, INC., Englewood Cliffs, New Jersey

measurement will receive preference, although specialized training in this area is not required.

Application to be submitted by March 20, 1956, should include a completed application form and transcripts of all college work, both undergraduate and graduate. Nominations for the visiting associateships, requests for application forms, completed applications, and all inquiries should be addressed to: Miss Edith M. Huddleston, Educational Testing Service, 20 Nassau Street, Princeton, New Jersey. Applications should be submitted by March 20, 1956. Appointments will be made by April 10, 1956.

FELLOWSHIPS FOR SPECIALIZED TRAINING IN COUNSELING—Alpha Gamma Delta International Women's Fraternity and the National Society for Crippled Children and Adults each year grant from fifteen to twenty fellowships to qualified counselors, guidance teachers, employment interviewers, placement personnel, and other professional persons working with the physically impaired. These fellowships are for specialized training in counseling and placement of severely handicapped persons including those with cerebral palsy. The grants cover tuition and a moderate amount of other expenses. The training will be given at the Institute of Physical Medical Center from June 18, 1956, to July 13, 1956.

Emphasis will be given to the team approach in the rehabilitation of the physically handicapped. The course will include lectures and demonstrations in aspects of physical rehabilitation such as activities of daily living, ambulation, self-help devices; techniques in evaluation of the psychological, psychiatric, social, educational, and vocational assets of the disabled individual; prevocational exploration of these potentialities; methodology in treatment, therapy, and counseling.

In achieving this program not only the facilities of the Institute of Physical Medicine and Rehabilitation but also hospitals, rehabilitation centers, vocational and specialized training facilities, and sheltered workshops in the vicinity of New York City will be utilized. Instruction will be provided by members of the staff of the Institute of Physical Medicine and Rehabilitation, New York University School of Education, and other specialists in this field. This course will be given by the Institute in co-operation with the School of Education of the New York University and will carry six points of academic credit at the graduate level. A certificate will be awarded to all who successfully complete the program.

Persons to compete for those fellowships include: counselors and placement workers in public and private agencies which are interested in problems of the crippled and physically impaired; persons responsible for interviewing, selection, or placement of handicapped workers in business and industry; guidance teachers and counselors in high schools, colleges, and universities; school administrators, deans, registrars, and superintendents of schools; and other professionally qualified persons working with the handicapped whose work includes vocational counseling and placement responsibilities. Other eligibility requirements include: completion of either formal or in-service training courses in the principles of vocational counseling and personnel psychology, and experience in guidance, educational work, or selection and placement which would indicate that the receipt of special training will result in benefits to handicapped persons.

Selections of persons to take this course will be made on the basis of an evaluation of candidates with the highest qualifications who are working for agencies,

# **New Help**

for SCIENCE TEACHERS!



# tui-simplex MICRO-PROJECTOR

Brighter, clearer images . . . faster, easier operation

Here's the answer to crowded classes and limited instruction time. Projects more vivid views of microscopic specimens—easier to see and understand—than any other budget-priced micro-projector. That's because of its efficient combination of high quality objectives, double lens condensing system, pre-focused 100-w. lamp, focusable stage plate and objective holder, and vibration-free stand.

You'll appreciate its simplicity, too.

In just seconds you can adapt it to projection of (1) screen images of prepared microscope slides, (2) screen images of living micro-organisms in liquid, and (3) table-top images for tracing. There are many other important advantages to help make science teaching easier—and more effective.

Wouldn't you like to know more about them?

WRITE FOR FREE CLASSROOM DEMONSTRATION and for informative Catalog E-248, Bausch & Lomb Optical Co., 82603 St. Paul St., Rochester 2, N. Y.



America's only complete optical source... from gless to finished product.



schools, business, or industry or able to make a contribution toward effective counseling and placement work for handicapped persons. Grants will total approximately \$300 for the four-week program. Of this, \$160 will be used for tuition and laboratory fees with the balance available for living expenses. Funds are not available for living expenses or transportation expenses. The grants will be made in a lump sum to those accepted.

Application forms may be secured from the Personnel and Training Service of the National Society for Crippled Children and Adults, 11 South La Salle Street, Chicago 3, Illinois. The closing date for receipt of applications is March 15, 1956. Candidates will be notified of awards on or about May 10, 1956.

STUDENTS IN SEARCH OF SCHOLARSHIPS—Last fall, principals of more than 10,000 public and private schools nominated 58,158 seniors for scholarships to be awarded by the Merit Scholarship Corp. These students took the examination on October 26; only 5,078 high scorers were left in the running, pro-rated among the states according to the senior high-school enrolment. On January 14, these 5,078 took another exam and 445 to 500 of the highest ranking students will receive college scholarships. Each semi-finalist was required to complete a brief questionnaire concerning his or her future career. A preliminary tabulation indicates about 25 per cent are interested in engineering, 17 per cent intend to go into teaching and another 17 per cent are interested in research. Other interests of seniors were not mentioned.

EDISON MASS MEDIA AWARDS—Three network television programs, three motion picture films, two network radio stations received the first National Mass Media Awards of the Thomas Alva Edison Foundation. Thirty-eight national organizations selected the winners, who were presented at a dinner at the Waldorf-Astoria Hotel as part of the Edison Foundation's program for improving the quality of the mass media, particularly as they affect juvenile audiences and interest boys and girls in science. The purpose of the awards program is to encourage mass media productions that (1) make meaningful the values of the American traditions; (2) present heroes and ideals worthy of emulation by children; (3) interest young people in science and in scientific and engineering careers (in view of the serious shortages of scientific manpower); and (4) eliminate unwholesome elements.

Following an address by one of the leaders in industrial development of atomic power, Mr. Walker L. Cisler, President of the Detroit Edison Company, these awards were announced:

Television—"You Are There" (CBS) as "The Television Program Best Portraying America"; "Let's Take a Trip" (CBS) as "The Best Children's Television Program"; and "Mr. Wizard" (NBC) as "The Best Science Television Program for Youth."

Films—"A Man Called Peter" (Twentieth Century-Fox) as "The Film Best Serving the National Interest"; "The Great Adventure" (produced, directed, written, and photographed by Mr. Arne Sucksdorff) as "The Best Children's Film"; and "The African Lion" (Walt Disney Productions) as "The Best Science Film for Youth."

Radio—"Family Theater" (NBS) as "The Radio Program Best Portraying America" and "Adventures in Science" (CBS) as "The Best Science Radio Program for Youth."



berlitz

Says

the continental playing-card
word game, and
converse easily in French

# français « españo

# Smart with drop-in guests... Fun with the whole family

These amazing, fun-to-play card-word games really make conversation—because you speak French or Spanish as you play! They're by Berlitz, foremost in languages for 75 years. Exclusive, pronunciation-at-a-glance system makes it all easy. Fun, challenging, they're smart to play with party-at-home friends, or the whole family.

What's more, you get a certificate signed by
C. F. Berlitz for a free lesson in any Berlitz school. Be first to
introduce these fascinating games to your friends.

Come in or phone.

Sach Game \$2.98

Special Price to Schools \$1.80 per set

EXCLUSIVE PLAYING CARD CO.

1139 SO. WABASH AVE. CHICAGO 5, ILLINOIS STATION WBNS-TV, of Columbus, Ohio, was named "The Television Station that Best Served Youth" in 1955, and STATION WTIC, of Hartford, Connecticut, was named "The Radio Station that Best Served Youth" in 1955. Each station received a scroll and won for a high-school senior in its community an Edison Scholarship of \$1,000 to be used for college education.

The Thomas Alva Edison Foundation's association with this program of awards in the mass media is a result of its concern that the mass media, which Thomas Edison's inventions and discoveries helped to create, have not realized the great hopes Edison himself had regarding their educational possibilities.

BUSINESS-SPONSORED EDUCATIONAL FILMS—The Association of National Advisers has issued a booklet, Criteria for Business-Sponsored Educational Films. This booklet is intended to serve as a guide to the business organizations in the pre-production planning of films which might be used in schools. The criteria were developed by the ANA Films Steering Committee, John Flory, chairman. There are listed twenty-two check points covering curriculum needs, subject matter, and production and distribution requirements. The Department of Audio-Visual Instruction, NEA, 1201 16th Street, N. W., Washington 6, D. C. is handling the distribution of this booklet for all educators who might be interested in securing a copy. The price is 75 cents each, with the requirement that orders for \$1 or less must be accompanied by check or cash.

DIFFERENCES, BUT WIDE—The Chicago board of education recently examined teacher candidates from twenty-five teacher-training institutions. Less than one fourth were able to get passing grades, says Enos C. Perry, Chicago. Further, the personal appearances varied widely. "Many of them applied for jobs in mother hubbard dresses that looked as if they had been slept in; while others presented a smart, neat appearance."

RURAL EDUCATOR'S ANNUAL MEETING IN ATLANTIC CITY—A panel discussion on "What Kind of Schools Do We Need for Our Rural Boys and Girls?" was the highlight of the National Education Association Department of Rural Education's annual meeting at Atlantic City, February 20. Douglas MacRae, assistant superintendent of schools, Fulton County, Atlanta, Ga., directed the panel. Serving with him were school board members John Barnes, Mt. Holly, N. J., Mrs. Alice Jahn, Cudahy, Wis., and William Nemde of Neshanic, N. J.; Mrs. Sidney A. Gaylord, PTA leader from Lyons Falls, N. Y.; Ralph Norris, county superintendent, Des Moines, Iowa; and John Wilcox, supervising principal, Candor (N. Y.) Central School. Clifford Huff, Professor of Education, Kansas State Teachers College, Emporia, and Rural Department president, was in charge of the program. Howard Dawson, executive secretary of the Department, discussed "Factors Affecting Rural Education Today" at the annual luncheon.

HONEST STUDENTS—Since 1899, when the University of Illinois first began lending money to students, only .2 of one per cent of the money loaned has not been returned. The total sum loaned during that period has been \$3,394,-000.

STATISTICS FOR SCHOOLMEN—American parents spent more than one billion and a quarter dollars for toys during 1955, says the Toy Manufacturers of the U. S. A. . . . . . . The median income for families in the United States during 1954 was \$4,200. However, some 8,000,000 families (one fifth of the total in the U. S.) had incomes under \$2,000.

### by George G. Bruntz

# UNDERSTANDING OUR GOVERNMENT

# Presents all the facts needed to understand our government

### Ginn and Company

Home Office: Boston

Sales Offices: New York 11 Chicago 6 Atlanta 3 Dallas 1 Columbus 16 San Francisco 3 Toronto 7 This new book gives high-school students a remarkably clear picture of every field of American government, from the New England town meeting to the U. S. Senate. It explains fully how our governments are elected, how they are organized and function in their legislative, executive, and judicial branches. A wealth of charts, photographs, drawings. Many pupil-participation activities.

#### McKNIGHT GUIDANCE BOOKS

Celebrating 60 YEARS OF EXPANDING SERVICE TO EDUCATION
... with ultra-modern new home now under construction

#### CHATS WITH TEACHERS ABOUT COUNSELING

#144 By S. A. Hamrin. Covers the what, when, why and how of counseling for classroom teachers. Does not presume to make professional counselors of teachers but rather to help them utilize techniques of counseling in day-to-day contacts with youngsters. 329 pages. \$2.00

#### **GUIDANCE TALKS TO TEACHERS**

#141 By S. A. Hamrin. Gives many ways in which teachers can make a real social contribution through the best development of young people in our schools. Outlines fundamental beliefs about guidance developed through years of guiding young people and training teachers.

#### INITIATING AND ADMINISTERING GUIDANCE SERVICES

#151 By S. A. Hamrin. Includes tested, successful techniques, ideas, methods, practices and procedures used by schools in starting and operating guidance services. Ten complete chapters cover program from organization of guidance services through program of placement and follow-up services. A manual for guidance programs in elementary, junior high and high schools.

Clip and send in ad. Check books you wish sent on 30 day approval.



DEPARTMENT 329 . MARKET & CENTER STS. . BLOOMINGTON, ILLINOIS

MARK APRIL 4, 1957, IN RED LETTERS ON YOUR CALENDARS!—The Centennial Birthday Party of the National Education Association will be held on Thursday, April 4, 1957, according to an announcement by Margaret Stevenson, chairman of the Birthday Party Staff Committee at NEA head-quarters. Educational groups all over the nation are being urged to mark this special date on their calendars because on that day a big party will be held throughout the realm and spilling over into Alaska, Hawaii, and Puerto Rico, to commemorate the founding of the biggest professional organization of teachers in history.

Miss Stevenson, who is associate secretary of the NEA Department of Classroom Teachers, says the affair calls for education associations and lay groups in communities throughout the nation to join in recognition of the role of both leaders and laymen in the development of America's schools. Tentative plans for the party, which will go as suggestions from Miss Stevenson's committee to celebrating groups, include such ceremonies as the lighting of a birth-day cake, citations and tributes to those who have contributed to education, and appropriate musical and dramatic performances.

GIRL SCOUT WEEK—The week of March 11 to 17, 1956, has been designated as Girl Scout week in commemoration of the organization of the first troop of 12 girls by Juliette Gordon on March 12, 1912, in Savannah, Georgia. Until 1954, Girl Scout Week traditionally was celebrated in the fall during the week which included October 31, birthday of Founder Juliette Gordon Low. At the 1953 National Convention, the Girl Scouts voted to shift the observance to spring to coincide with the Girl Scout Birthday on March 12. The Girl Scouts of the U. S. A., chartered by the Congress of the United States, is dedicated to "helping girls develop as happy, resourceful individuals willing to share their abilities as citizens in their homes, their communities, their country, and the world." Today there are approximately 2,023,000 members including: Brownies (7-9), 1,020,000 Intermediates (10-13), 922,000; Seniors (14-17), 81,000.

The general theme for the year is "Believe, Belong, Build." But the special emphasis for Girl Scout Week will be "This Is Our Town" (emphasizing local history, traditions, customs, interests, contributions to the American heritage). Topics for each day of the week are: Sunday, Girl Scout; Monday, Homemaking; Tuesday, Citizenship; Wednesday, Health and Safety; Thursday, International Friendship; Friday, Arts and Crafts; Saturday, Out-of-Doors;

The organization which is responsible for the support and direction of Girl Scouting locally is the "council." There are approximately 1,300 Girl Scout Councils and more than 10,000 "Lone Troops" in areas where no council has yet been established. Among the more than 600,000 adults in Girl Scouting, there are fewer than 3,000 paid workers. There are approximately 12,000,000 "alumnae" of the Girl Scouts— women and girls who were once members. The Girl Scouts of the U. S. A. is a member of the World Association of Girl Guides and Girl Scouts, which links in friendship around the world women and girls in 35 countries who subscribe to the same Promise and Laws. For further information write to Girl Scouts of the U. S. A., 155 East 44th St., New York 17, N. Y.

CHARTS OF MUSICAL INSTRUMENTS—Woman's Day, the A&P magazine, announces a unique series of charts on musical instruments, their



# BUY the BEST BUY BALFOUR

be

his eld co, of of ay ele we

h-

d



ATTLEBORO, MASSACHUSETTS

## To help your students measure up in social studies—

five . the brand-new senior problems text with emphasis on values as a guide to problem-solving—

new and . American Values and Problems Today by Babcock and Quillen

books: texts newly revised in 1956; up to date and with strengthened study aids—

Living in Our America
 upper-grade history text by Quillen and Krug

Man's Story
 World History in Its Geographic Setting, by Wallbank

SCOTT, the well-liked Krug-Quillen civics texts—

• Living in Our Communities

FORESMAN Citizens Now

COMPANY Chicago 11 . Atlanta 5 . Dallas 2 . Palo Alto . New York 10 \_

history, and how they produce sound. The first chart, "The Story of the Trumpet," appeared in the February 1956 issue of Woman's Day. Reproduced in two full-color pages, the chart includes photographs of great modern trumpeters and detailed paintings of instruments going back to the biblical ram's horn. The text describes the history, workings, and construction of modern horns of the trumpet family. Delos Smith is the author of the music charts. Mr. Smith's current series of biographies of composers—"The Music in Your Life"—appears monthly in Woman's Day. The Woman's Day Trumpet Chart is also available in enlargements, 27" x 19½" on heavy paper. It may be ordered by the coupon in the February issue.

PROS AND CONS OF WORLD PROBLEMS—The Congressional Digest, published by the Congressional Digest Corporation, 1631 K. St., N. W.; Washington 6, D. C., contains debate information on various problems of our nation. The October 1955 issue presents the pro and con of the topic "The Bricker Proposal To Amend the Treaty Making Provisions of the U. S. Constitution"; the November 1955 issue, "The Proposed U. N. Charter Review Conference"; and the December 1955 issue, "The Controversy Over Power Policy-Private, Public, Partnership."

SCHOLARSHIPS, FELLOWSHIPS, AND LOANS NEWS SERVICE—A new publication entitled Scholarships, Fellowships, and Loans News Service and devoted to reporting developments in student aid and research appeared in the November 1955 issue, published by the Bellman Publication Company, Box 172, Cambridge 38, Mass. The News Service will keep schoolmen informed of up-to-date-developments in this rapidly growing field. It will help fill the gap between publications of new volumes of Scholarships, Fellowships, and Loans. It will also mention many hundreds of funds that cannot be listed in the company's hardbound scholarship publications.

Each issue will contain suggestions of what to read in the field of student aid. This News Service will also contain references to free scholarship pamphlets and articles as well as other published material, including that of foundations. New funds that are being created or new scholarship contests will be given in time so that students may enter these competitions. A section will be devoted to questions and answers that are sent in by readers. For particulars about the services available through this company write to the address above.

BETTER LIGHT BETTER SIGHT—The Better Light Better Sight Bureau, 420 Lexington Avenue, New York 17, publishes a bi-monthly magazine (16 pp. per issue) entitled Better Light Better Sight News. Subscription rate is \$1 per year. The December 1955 issue contains an index to the 1954 and 1956 articles and the following seven articles: "Facts of Light," "New School Lighting Standards Proposed," "New Lighting Ups Library Circulation," "4 Ways to Better Desk Light," "Lighted Window Valance," "Better Light for the Home," "A \$64 Question for Home EC Teachers."

A WONDERFUL SUMMER FOR GIRL SCOUT CAMP DIRECTOR!—
"Thank you for a wonderful summer!" To directors of Girl Scout camps in woods, mountains, and deserts in every part of this country come letters from teachers who have so enjoyed their experience as counselors that they hope to return year after year. The refreshing of energies and new understanding of children as individuals have helped contribute to professional advancement for many. All are enthusiastic about the "something new" the summer helps them

Exercise in your doorway with the original OLYMPIAN

#### DOORWAY GYM BAR

All steel, chromium plated. No nails or screws. Install or remove instantly. Holds 250 lbs. Valuable booklet of exercises included. GUARANTEED.



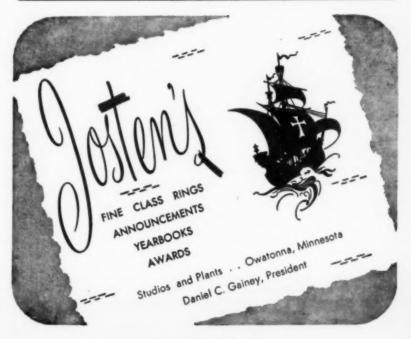




Send for Catalog to

#### **DOORWAY GYM BAR CO.**

4720 N. Kilpatrick Avenue Chicago 30, III.



to bring to their jobs. And the full maintenance and salary makes it seem almost like a "vacation with pay."

Art, history, math—no matter what her subject, a teacher finds new interests and new friends at Girl Scout camp. Living, working, and planning with small groups of children in an informal, co-operative atmosphere, she gains insight and understanding that can come in handy all year round. In addition to fun and satisfaction, the summer may also mean a direct step toward advancement, since with nearly one-half the states stressing school camping, teachers with outdoor experience are more and more in demand.

While camping skills are important, equally valuable are ingenuity, enthusiasm, and patience as well as knowing how to guide rather than dictate. Qualifications of age and experience vary for specific jobs, but all demand a sympathy with the aims and philosophy of Girl Scouting and in interest in helping children of all races and religions enjoy living and playing together in the out-of-doors.

The Camp Director must be at least 25, know the Girl Scout program and have had experience in camping, administration, and supervision. An Assistant Director with similar experience may begin at 21. Other positions open to those 21 and over, are: Unit Leader (experience with children as teacher, leader, or counselor); Waterfront Director (a current water safety instructor's certificate); Program Consultant (experience in a specific field, such as music, dramatics, nature, camp-craft); Food Supervisor (at least two years of experience in institutional management); Health Supervisor (a registered nurse with first-aid training); Business Manager (business training plus typing and book-keeping). Assistant Unit Leaders and Assistant Waterfront Directors with required experience may begin at 18.

Salaries vary with the individual's experience, qualifications, and training. Depending on the length of the camping season and the location of the camp, incidentals such as laundry and traveling expenses may be included. A basic precamp training session of about five days is provided for all staff members.

Teachers, interested in spending—near home—a summer that counts, should call the office of their local Girl Scout council. Those wisehing to be referred elsewhere for positions should write directly to: Miss Fanchon Hamilton, Recruitment and Referral Division, Girl Scouts of the U. S. A., 155 East 44th Street, New York 17, New York.

GROUP DEVELOPMENT—Those who conduct numerous meetings and deal with various kinds of groups will be interested to know that the Fifth Western Laboratory in Group Development will be held August 19-31, 1956, at the University of California's Santa Barbara campus. This Laboratory, which has been one of the pioneer efforts in the field of group training, is sponsored annually by the University of California Extension. Participants in the Laboratory will study ways to increase their effectiveness as group members and leaders. Training activities will focus on both increasing understanding of oneself and others and developing skills for dealing with various group problems. As in the past, participants will be selected from a wide variety of occupational backgrounds and personal interests. The training staff will be made up of faculty members from various leading universities as well as group leaders from a broad range of professional and business areas. For further informa-

# for SCHOOL PHOTOGRAPHY of HIGH QUALITY

## ALSTON STUDIOS, INC.

- ▶ Better Pictures
- Unexcelled Service
- Parent Satisfaction

References gladly supplied

Call, write, or phone

110 East Street, East Weymouth 89, Mass.

Tel. EDgewater 5-5000

ELEMENTARY: Gains of remedial reading classes through Keystone Tachistoscopic Training, as high as 75%.

Similar gains have been reported from studies made with Primary, Secondary, and College groups—the latter ranging from 47% to 210%. REPORTS ON REQUEST.



Thousands of Schools are

h

d

e

of

of

#### OBTAINING SUPERIOR RESULTS in LEARNING

— with Keystone Tachistoscopic Training. Educators have learned that perceptive skill, once regarded as a talent of gifted students, may be developed rapidly in nearly all students who are given modern training.

Reading rates increased 50% to 75% in a few weeks. Invariably in controlled tests, the experimental groups see much FASTER, MORE ACCURATELY, and TAKE IN MORE WORDS at a glance—far outdistancing the control groups.

No teaching procedure has ever had such unanimous approval from Research and Controlled Experimentation. Reports on these studies will be furnished on request. KEYSTONE VIEW COMPANY, Meadville, Pa.

#### KEYSTONE Tachistoscopic Services

-especially effective as aids in REMEDIAL and DEVELOPMENTAL READING, TYPEWRIT-ING, SHORTHAND, BOOKKEEPING, CLERICAL TRAINING, MUSIC, ARITHMETIC. tion, write the Department of Conferences and Special Activities, University Extension, University of California, Los Angeles 24, California.

GUIDES FOR COOPERATIVE TRAINING PROGRAMS—Historically, business education classes were the first departure from a strictly academic high-school program. Today they are recognized as an integral part of the curriculum. When a school district decides it is time to expand business offerings beyond the usual typing-shorthand-bookeeping routine, what direction does it take? Sometimes it is the addition of an office practice class where students develop competency on commonly used business machines. Another possibility is a cooperative training program in distributive or office occupations.

School officials interested in establishing a co-operative part-time training program in the local community should consider the objectives of such a program and whether or not co-operative training would serve the needs of the com-

munity in terms of these objectives.

The major objectives of the co-operate training programs sponsored by the business education division of the State Board for Vocational Education is to fit persons for useful employment in distributive or office occupations. Factors which govern the inclusion of co-operative training in the second curriculum are: (1) willingness of school authorities and businessmen to co-operate in providing the courses, (2) sufficient job opportunities for the students in the community, and (3) young people willing to enroll in such work-study training courses.

Operating procedures can be arranged to suit the conditions within the school and the employer's organization, but the students are expected to spend approximately half of their time in school and half-time on the job obtaining work experience under supervision. While no hard and fast rules apply in organizing a co-operative training program in a community, the United States Office of Education has suggested certain steps to serve as a guide for distributive education, which can also be applied to co-operative office training.

1. Make a Flexible Plan.—Prepare a brief statement containing essential information about the program which will answer questions most likely to be asked by businessmen, parents, teachers, pupils, and school officials.

2. Conduct Informal Conferences.—Such conferences should be with individuals and with groups. They will give the superintendent of schools, key businessmen, parent-teacher groups and labor the opportunity to review and discuss the plan. The state supervisor may be called on for assistance.

3. Make Preliminary Survey.—A survey will determine employment opportunities in the community which conform to the requirements for "training stations" in which students are to be placed for their work experience. The preliminary survey is one of the best ways of predicting the support the program will receive. Top management of business must provide opportunities to the student and be willing to accept the responsibilities involved. Students must be given reliable information on which to base their choice of the program, followed by careful individual counseling.

4. Employ a Teacher-Coordinator.—When sufficient evidence of support in both the school and the community warrants, a qualified teacher-coordinator should be employed. The co-ordinator will be required to meet state and local standards, but the supreme test is the ability to deal with people—students, parents, teachers, merchants, and workers.

## d is for dawdle

ty

ly,

nic he

gs it ts

ty

ng

m

n-

he

fit

rs

m

0-

n-

ol

k

of

al.

ie

d

e

e

e

d

# D is for a Devereux || School

Here there is help for the dawdler whose behavior is a manifestation of emotional conflict, functional impairment, or some other type of involvement needing specialized attention. A score of residential treatment centers are maintained by The Devereux Foundation: with scholasticsthrough the Junior College level-as a part of the therapeutic regimen.

Detailed information is available from

JOHN M. BARCLAY Director of Development The Devereux Foundation Devon, Pennsylvania



UNDER THE DEVEREUX FOUNDATION
HELENA T. DEVEREUX, Director

Professional Associate Directors

Robert L. Brigden, Ph.D. Edward L. French, Ph.D. Michael B. Dunn, Ph.D. Robert T. Grattan, M.D. J. Clifford Scott, M.D.

SANTA BARBARA CALIFORNIA DEVON PENNSYLVANIA

#### **FAIR-PLAY FB-50**



- · All aluminum alloy
- Choice of standard colors
- Telephone dial control
- Big 24" numbers; 3 colors
- May be converted to baseball
- Relays un-plug for ease of service. Order early!

## Fair Play Mfg. Co.

West Des Moines, Iowa

#### CORRESPONDENCE STUDY

Home study by correspondence presents a number of specific advantages. The correspondence method permits study in spare time without interfering with work, school, home or social activities. Each student sets his own pace—as fast or as slow as circumstances permit or make necessary.

Home study by correspondence is recommended by educators for drop-out students who should continue their education. Many secondary schools are using i.C.S. courses to supplement present curriculum or to supply courses not provided.

L.C.S. is the oldest and largest correspondence school with 277 courses. Business, industrial, engineering, academic, art, high school. Direct, job related. Bedrock facts and theory plus practical application. Complete lesson and answer service. No skimping. Diploma to graduates.

Available to educators: complete Vocational Guidance Manual listing all courses, subjects covered, synopses and L.C.S. mathads.

## INTERNATIONAL CORRESPONDENCE SCHOOLS

Box 4759 Scrunton 9, Pa.

5. Introduce the Teacher-Coordinator to the Faculty.—This will encourage faculty participation in planning and support of the program as a contribution to the objectives of the school. The co-operative class is a part of the total school program, the teacher is one of the faculty.

6. Establish the Place of the Teacher-Coordinator's Position in the School Organization and in the Business Community.—Distributive education, a phase of the comprehensive program of vocational training, must function within the framework of public education. The teacher-coordinator must operate as a member of the education team; however, he occupies a position somewhat different from that of teachers of academic subjects in that he acts in liaison between the school and the business community. He should be introduced by the administration to service clubs, to organizations of businessmen, and to employers.

7. Set up a Steering Committee and Appoint an Advisory Committee.—Businessmen are qualified to advise school authorities and the co-ordinator on the training required, the knowledges and the skills to be acquired, and the attitudes to be developed. A steering committee should consist of employers and employees in distributive occupations to whom the co-ordinator goes for suggestions when organizing the program. The more formal "advisory committee," or consulting committee, is an all-inclusive group of representative business leaders and employees in distributive occupations formally appointed by the school authorities. It offers advice on wage rates, training stations, types of training, and aids generally in the promotion of the program.

8. Bring the Student and Merchant Together. (Placement).—Placement of students is the final test of the preliminary planning. A well-organized cooperative training program benefits the students, employers, school and community. It makes possible the expansion of the vocational program with little additional expense.

SOCIAL STATUS OF THE FRENCH TEACHER—The teacher occupies a relatively higher social position in France than in the United States. Teachers' salaries, which vary according to teaching rank and family status, compare more favorably with those of industry in France, although they have not kept pace with the cost of living. There is ample leisure allowed for research or for extra work, often very remunerative.

The teacher is held in great respect. His most precious prerogative is his freedom which dates from the earliest days of the great universities and was strengthened by the nineteenth century tradition of liberalism. This is especially true of higher education, which is totally independent of public powers. The French university professor has unlimited freedom of speech and, despite the administrative centralization, his independence extends to the organization of his work, choice of his methods, books, subjects, assignments to students, etc. His regular schedule is three hours of lecturing a week.

These freedoms arise from the disciplinary guarantees provided by the educational system. No educator may be reprimanded unless all pertinent facts involved in a given dispute are examined by a board composed almost entirely of faculty members. For primary teachers, this board is called the Conseil D'epartemental pour les Instituteurs; for secondary professors, the Conseil Academique; for university professors, the Counseil de I, University. The Conseil Superieur de l'Educatin Nationale acts as a court of appeal and pro-

#### Allyn and Bacon announce . . .

#### MASTER RECORDINGS IN ENGLISH LITERATURE

A new, large and representative anthology of English poetry brings you and your students 87 selections of lyric, narrative, and Shakespearean dramatic poetry on four 12", 33 ½ RPM records. Felix Aylmer, Dylan Thomas, C. Day Lewis, and James Stephens are among the internationally recognized critics, poets, and actors who sensitively interpret the familiar masterpieces. Literally giving breath to the music of poetry, the readers enable your literature students to develop a truer understanding of the poetic art, and give your drama and speech students beautiful deliveries to emulate in their work.

To receive this truly valuable addition in your regular curriculum, send \$22.00 for both Albums I (Lyric) and II (Narrative and Shakespearean Dramatic) or \$11.00 for either album. (The records are non-returnable.) Write to:

#### ALPHA RECORDS

ALLYN AND BACON, INC., 70 5th AVE., N. Y. 11, N. Y.



#### The National Honor Society

A good Student Council project to establish a chapter. For information write to the

NATIONAL ASSOCIATION OF STUDENT COUNCILS

1201 Sixteenth Street, N.W. Washington 6, D. C.

#### IT'S HIGH TIME

A handbook for every parent of a teenager

Single copy, 50 cents

2-9 copies, 10 or more copies, 45c each 40c each

National Association of Secondary-School Principals

1201 Sixteenth St., N.W., Washington 6, D. C.

Does Your Library have a Speech Department?

Today's

THOUGHTS ON PROBLEMS BY AUTHORITIES

#### VITAL SPEECHES

gives the complete text of the best expressions of contemporary thought at a very nominal cost.

Invaluable Debate Material Indexed in the "Reader's Guide" Since 1935

Issued 1st and 15th each month

One year \$6.00 Two years \$11.00 9 months \$5.00

Sample copy on request

VITAL SPEECHES

33 West 42nd Street New York 36

nounces final judgment on any contentious or disciplinary matter for all levels of education.

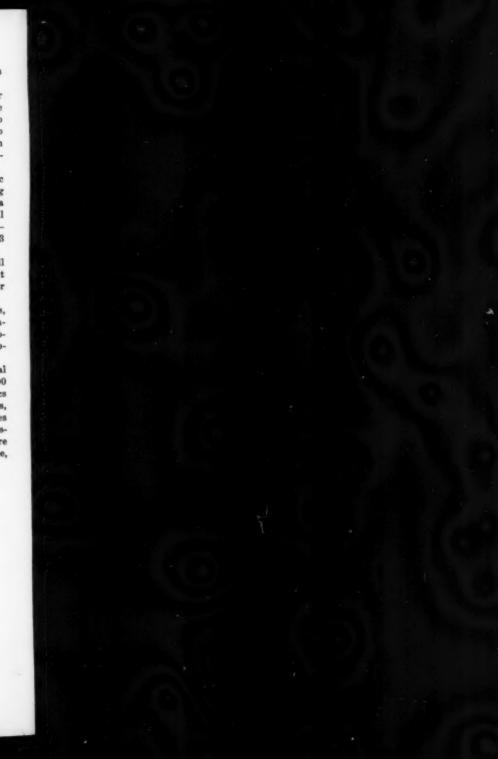
The system of organization which places all educators under a central power was originally sought by the University to counteract the influence of the church. Later it was endorsed by the eighteenth century philosophers who felt that "education was a function of the State," by Napoleon, who wished to extend educational facilities, and by the Republic to assure all Frenchmen an education. It has made educators totally independent of local political authorities, whether municipal or regional.

In view of this tradition, educators are immune to local pressure or public sentiment, and can express their opinions freely as citizens, with no fear of being made to suffer for it in their capacities as teachers. Educators often play a large role in politics and in the 1951 legislative elections, 89 teachers from all levels of education were elected to the Assembly out of a total of 637 deputies—14 per cent. In comparison, there were in the National Assembly 67 lawyers, 53 members of liberal professions, 31 journalist, etc.

The spirit of independence in the University has been asserted under all authoritarian regimes, and was a great bulwark of the Resistance movement during the occupation years. The record for courage, vision, and moral vigor among members of the teaching profession was conspicuously high.

In addition to the social security benefits accorded to all civil servants, teachers are eligible for additional benefits from a National Educator's Insurance Fund. Except for such activities as private coaching, editing or publishing, and supplementary teaching in other institutions, teachers are not supposed to engage in any business activities. Tenure rights are guaranteed.

Depending on teaching rank, marital status, and number of children, annual salaries for primary teachers in France range from 432,000 francs to 993,600 francs (about \$1,235 to \$2,840); for secondary teachers, from 510,000 francs to 1,602,00 francs (about \$1,457 to \$4,577); and for university professors, from 1,490,000 francs to 1,934,400 francs (about \$4,258 to \$5,527). Such figures are not very meaningful when translated into dollars or compared to the corresponding salaries in the United States because many cost-of-living items are much lower in France.—Education in France, distributed by France Actuelle, 221 Southern Building, Washington, D. C. 32 pages, 25 cents.





Ready in April

# AMERICAN UNIVERSITIES AND COLLEGES

7th edition, 1956, \$12.00

#### AMERICAN JUNIOR COLLEGES

4th edition, 1956, \$8.00

The only descriptive directories of accredited higher institutions in the United States are indispensable tools for the high school counselor.

These books provide the most complete up-to-date information available on admission and degree requirements, tuition, departments and staff, and student aid.

Order Your Copies Now

Already used in classes in 65 schools

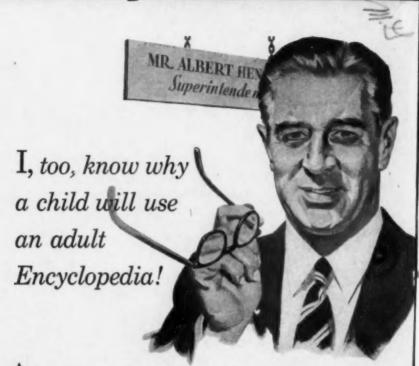
# YOUR LIFE PLANS AND THE ARMED FORCES

A unit of study to help high school youth fit service in the Armed Forces into their educational and vocational plans. Complete description of educational opportunities in the services. Prepared by a special committee of the North Central Association of Colleges and Secondary Schools. Approved by the National Association of Secondary-School Principals. 160 pages, 8½ x 11, workbook format, \$2.00, Teacher's Handbook, \$0.60. Quantity Discounts on class orders.

Published by

#### AMERICAN COUNCIL ON EDUCATION

1785 Massachusetts Avenue, Washington 6, D. C.



As a superintendent of schools, I agree with the teacher who, like the librarian, says:

"I've learned how to make a child an eager user of the basic reference work. I've learned how to help his growing mind, his inquisitive spirit.

"It's done by giving him a chance to become an exceptional adult. It's done by giving him The Americana when he comes in for a fact. For, when we give him The Americana, we are saying in effect, 'We acknowledge your rapid approach to maturity. We know

that you will rise to the challenge of an adult encyclopedia.

"The growing child knows and respects quality. And he respects us for guiding him to a fine, thorough, mature encyclopedia that-though it is written in clear languagedoes not talk down to him. Finally, having been guided to The Americana, having had the remarkable cross-index in its 30th volume pointed out to him, all of his exceptional qualities respond to the opportunity to dig into his subject. I know. I've seen it happen time and time again."

## \* THE NEW 19 AMERICANA

30 volumes

25,500 pages 60,000 articles 10,000 illustratio 44,000 cross refe 300,000 index en 21,000 pages completely revise

(1950-1956)



The Encyclopedia

MERICANA

The International Reference Work 2 West 45th Street, New York 36, N. Y.

